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ABSTRACT

Descriptions and the summary results of each evaluation instrument used in the Austin (Texas) Independent School District (AISD) for evaluation and testing in the 1981-82 school year are provided. The instruments considered include the Scholastic Aptitude Test, American College Test, Preliminary Scholastic Aptitude Test, Sequential Tests of Educational Progress, Iowa Tests of Basic Skills, Metropolitan Readiness Test, and Texas Assessment of Basic Skills. Instrument descriptions include the nature of the test, the administration population and procedures, and test development and reliability information. Each instrument's purpose in the AISD evaluation is discussed within the context of basic skills program decisions, and in relation to rating performance compared to nationwide and previous AISD evaluation results. Copies of a teacher survey and administrator survey designed to contribute information for district priority decisions and evaluation questions are included. An Accreditation Status Report within the AISD evaluation is summarized. The uses of district attendance and graduation records are described. (CM)

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OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

FINAL TECHNICAL REPORT

Systemwide Evaluation, 1981-82

June 30, 1982

Appendixes

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SYSTEMWIDE EVALUATION

APPENDIX A

SCHOLASTIC APTITUDE TEST (SAT)

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Instrument Description; The Scholastic Aptitude Test

Brief description of the instrument:

The SAT is a five-option multiple choice test divided into 90 verbal items (75-minute time limit) and 60 mathematics items (75-minute time limit), designed to measure "aptitude for college studies" and giving separate verbal and mathematics scores.

To whom was the instrument administered?

Students who signed up for it, i.e., students desiring to go to colleges requiring the SAT for admission (N = 1,514).

How many times was the instrument administered?

Approximately six times a year at regional centers established by the publisher.

When was the instrument administered?

Testing dates are scheduled throughout the year. The test may be taken by anyone in grades 10-12. Most students take it in the fall of their senior year.

Where was the instrument administered?

Various colleges.

Who administered the instrument?

College Entrance Examination Board (CEEB) representatives.

What training did the administrators have?

Unknown.

Was the instrument administered under standardized conditions?

Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?

Unknown to our office.

Who developed the instrument?

CEEB.

What reliability and validity data are available on the instrument?

Extensive, reported in many ETS publications.

Are there norm data available for interpreting the results?

National, Southwestern, and Texas data are all available.

SCHOLASTIC APTITUDE TEST (SAT)

Introduction

The SAT is one index of student outcomes of the AISD instructional program. However, it is not a perfect index. Care should be taken in interpreting these SAT data. Among the reasons for exercising this care are:

1. The students taking the SAT are a self-selected sample. Typically, from 35% to 50% of AISD seniors take the SAT. This means AISD SAT-takers may differ on relevant characteristics from the national sample of SAT-takers or from samples of AISD SAT-takers in previous years.
2. SAT data for AISD are only available since 1971-72. In some instances, only the data since 1972-73 are presented, since earlier data are not presented by the College Entrance Examination Board (CEEB) in a comparable form.
3. The Austin SAT data for 1980-81 that are summarized in this appendix include the most recent SAT scores for all Austin students who were seniors in 1980-81. (The March 1981 administration is the most recent administration from which test scores are included.) The Austin samples for earlier years are similarly constructed.
4. There are no data available on the percent of seniors who took the SAT in their junior or sophomore year rather than in their senior year.

Nonetheless, the SAT scores are an index that may show changes in the performance of AISD students planning to go to college.

Purpose

The purpose of this appendix is to provide data to answer the following decision questions and evaluation questions:

> Basic Skills Decision Question D1: Based on the data from the 1981-82 school year, should the five-year priorities plan for improvement of basic skills be implemented as planned, modified, or changed?
>
> > Evaluation Question D1-3: How did AISD high school seniors perform on the SAT in 1980-81:

a. compared to the 1980-81 nationwide high school SAT sample?

b. compared to the SAT scores of previous AISD seniors?

Low SES and Minority Achievement Decision Question D1: Based on the data from the 1981-82 school year, should the third year of the five-year priorities plan for improvement of achievement of low socioeconomic status and minority students be implemented as planned?

Evaluation Question D1-8: How does the percentage of AISD students taking college entrance exams (ACT, SAT) in 1980-81 compare:

a. by ethnicity?
b. with previous years, by ethnicity?
c. with national percentages, by ethnicity?

Procedure

College Entrance Examination Board (CEEB) supplies AISD with copies of reports (starting with 1971-72) giving districtwide distribution on the SAT and accompanying Student Descriptive Questionnaire. All ORE information comes from these reports. Specifically, all of the courses, class rankings, educational plans, and parental income are taken from responses on the Student Descriptive Questionnaire. The overall response rate for AISD on the SDQ has varied from year to year, as shown below:

YEAR	72-73	73-74	74-75	75-76	76-77	77-78	78-79	79-80	80-81
RESPONSE RATE ON SDQ	81%	92%	82%	89%	96%	96%	97%	96%	96%

Results

AISD Compared to National Norms

For all tests and subtests of the SAT, the 1980-81 mean scores of AISD SAT-takers were higher than the mean scores of nationwide SAT-takers. These tests and subtests include the SAT-Verbal Test and both of the verbal subtests (Vocabulary and Comprehension), the SAT-Math Test, the Test of Standard Written English, and the achievement tests for English Composition, Math Level I, and American History. Figures A-1 through A-3 display these results.

The higher mean scores for AISD students in general, as reported above, also hold for male SAT-takers and female SAT-takers. AISD males scored consistently higher on the SAT-Verbal, including both of the subtests, Vocabulary and Comprehension, and on the SAT-Math than did AISD females. AISD females, however, did slightly better on the Test of Standard Written English than did AISD males. On all tests and subtests, both AISD males and females did better than did the males and females in the national sample. These data are presented in Figure A-4.

GROUP	NUMBER	SAT-VERBAL			SAT-MATH	TEST OF STANDARD WRITTEN ENGLISH
		COMPREHENSION	VOCABULARY	TOTAL		
AISD	1,514	44.7	44.9	450	495	45.8
NATIONAL	994,333	42.5	42.4	424	466	42.2

Figure A-1. MEAN SAT SCORES FOR AISD AND THE NATION IN 1980-81. This figure shows the mean scores on the total math test and the verbal subtests and total, and on the Test of Standard Written English for all SAT-takers in 1980-81. The data were acquired from CEEB.

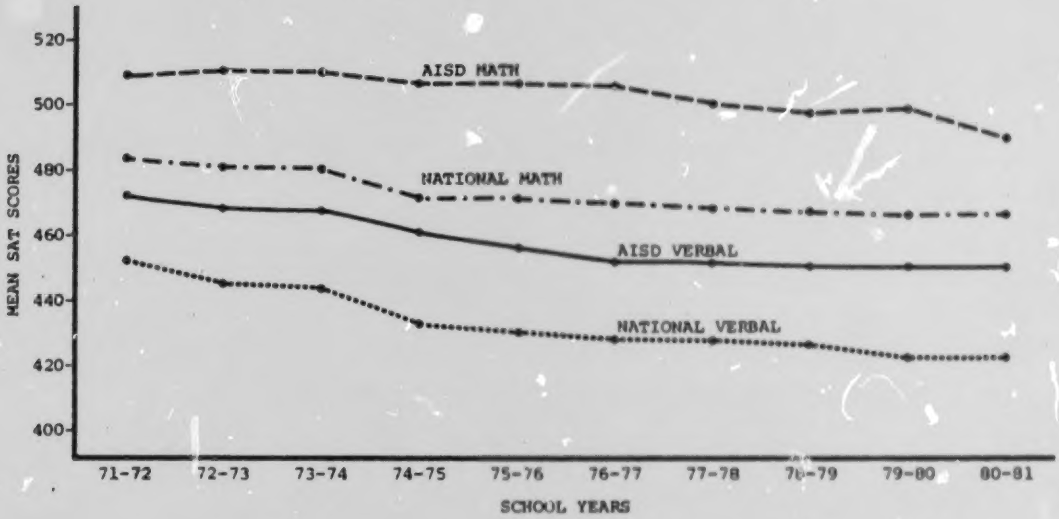

Figure A-2. SAT LONGITUDINAL DATA. The mean SAT-Math and SAT-Verbal scores for AISD and the nation since 1971-72. Data supplied by CEEB.

	ENGLISH COMPOSITION		MATH LEVEL I		AMERICAN HISTORY	
	AISD (N=210)	NATION	AISD (N = 172)	NATION	AISD (N = 32)	NATION
1980-81	550	512	569	539	530	508

Figure A-3. MEAN SAT ACHIEVEMENT TEST SCORES FOR AISD AND THE NATION IN 1980-81. The data were acquired from CEEB.

SEX	GROUP	NUMBER	SAT-VERBAL			SAT-MATH	TEST OF STANDARD WRITTEN ENGLISH
			COMP.	VOCAB.	TOTAL		
MALE	AISD	707	45.8	45.9	460	518	45.2
	NATIONAL	478,625	43.1	42.9	430	492	41.5
FEMALE	AISD	807	43.7	44.1	440	475	46.3
	NATIONAL	515,708	41.9	41.9	418	443	42.9

Figure A-4. MEAN SAT SCORES BY SEX FOR THE AISD AND THE NATIONWIDE SAMPLES IN 1980-81. The data were acquired from CEEB.

Comparability of AISD and Nationwide SAT-Taking Samples

The interpretation of the preceding comparisons depends on the comparability of the AISD and nationwide samples. CEEB attempts to provide information to answer this question of comparability. All SAT-takers are asked to voluntarily complete a Student Descriptive Questionnaire (SDQ) after completing the SAT and/or the advanced achievement test(s). The tallied results of this SDQ provide information concerning the sex and ethnic distributions, high school grades and rank in high school class, the number of courses completed in each of several course areas, educational goals, and parental income of the various samples. All of this information may be used to consider whether or not the AISD SAT-taking sample and the nationwide SAT-taking sample are comparable.

It should be pointed out that all of the comparisons which will be discussed on the following pages are based on self-report data. The accuracy of these data, however, does not appear to be a major problem. CEFB concludes that although errors are inevitable and there may even be large errors for some individual SAT-takers, these errors tend to balance out and have "very little effect on summary data." (See the School Guide to the ATP Summary Reports, published by CEEB in 1980.)

Figure A-5 reports the percentage of males and females in the AISD and nationwide SAT-taking samples. Inspection of this figure reveals that the AISD sample had a greater percentage of females than the national sample.

SEX	AISD	NATIONAL
MALE	46.7%	48.1%
FEMALE	53.3%	51.9%

Figure A-5. PERCENTAGES OF MALES AND FEMALES IN AISD AND NATIONWIDE SAT-TAKING SAMPLES OF 1980-81. Data provided by CEEB.

Figure A-6 reports the percentage of different ethnic groups in the AISD and nationwide SAT-taking samples of 1980-81. Inspection of this figure reveals that:

1. AISD had a smaller percentage of Black students and a greater percentage of Hispanic (Mexican American and Puerto Rican) students in its SAT-taking sample than did the nationwide sample.

2. The AISD sample had about 2% more minority students (all nonwhite students combined) than did the national sample.

ETHNICITY	AISD	NATIONAL
AMERICAN INDIAN	0.3%	0.6%
BLACK	7.3%	9.0%
MEXICAN AMERICAN	10.3%	1.7%
ORIENTAL	1.4%	3.4%
PUERTO RICAN	0.1%	1.1%
OTHER	1.1%	2.2%
ALL MINORITIES	20.4%	18.1%
WHITE	79.6%	81.9%

Figure A-6. PERCENTAGE OF DIFFERENT ETHNIC GROUPS IN THE AISD AND NATIONWIDE SAT-TAKING SAMPLES OF 1980-81. Data provided by CEEB.

Figure A-7 presents the average number of courses completed (in years) for the AISD and nationwide samples. Inspection of this figure reveals that:

1. The overall AISD sample is very similar to the nationwide sample for number of courses completed in English, math, biological science, and physical science (one tenth of a year difference or less).
2. The average number of completed courses for the AISD sample is somewhat higher than the nationwide sample for social studies and lower than the nationwide sample for foreign language.

SUBJECT	MALES		FEMALES	
	AISD	NATIONAL	AISD	NATIONAL
ENGLISH	3.84	3.95	3.90	4.00
MATH	3.65	3.68	3.41	3.38
FOREIGN LANGUAGE	1.69	2.03	1.89	2.31
BIOLOGICAL SCIENCE	1.40	1.39	1.42	1.41
PHYSICAL SCIENCE	2.10	2.01	1.71	1.59
SOCIAL SCIENCE	3.43	3.24	3.38	3.19

Figure A-7. NUMBER OF COMPLETED CREDITS (IN YEARS) FOR THE AISD AND NATIONWIDE SAT-TAKING SAMPLES OF 1980-81. Data provided by CEEB.

The estimated overall GPA for the AISD SAT-takers in 1980-81 is higher than the GPA of the nationwide SAT-taking sample. Specifically, AISD SAT-takers reported an average GPA of 3.23, whereas the nationwide average was 3.06. Figure A-8 presents the latest reported grade in different subjects for the AISD and nationwide samples.

SUBJECT	AISD	NATIONAL
ENGLISH	3.26	3.12
MATH	2.91	2.84
FOREIGN LANGUAGE	3.16	3.01
BIOLOGICAL SCIENCE	3.36	3.04
PHYSICAL SCIENCE	3.24	2.94
SOCIAL SCIENCE	3.41	3.20

Figure A-8. LATEST REPORTED GRADE IN DIFFERENT SUBJECTS FOR THE AISD AND NATIONWIDE SAT-TAKING SAMPLES FOR 1980-81. Data provided by CEEB.

Figure A-9 presents the percentage of students in different class ranking groups for the AISD and nationwide SAT-taking samples of 1980-81. Inspection of this figure reveals that the AISD sample has:

1. A slightly greater percentage of students in the third and fourth deciles than the national sample.

2. A smaller percentage of students in the second decile than the national sample.

3. About the same median percentile high school rank as the national sample.

GROUP	1st DECILE	2nd DECILE	3rd-4th DECILES	5th-6th DECILES	7th-8th DECILES	9th-10th DECILES	MEDIAN PERCENTILE HIGH SCHOOL RANK
AISD	21.1%	20.5%	29.2%	26.0%	2.7%	0.5%	74.2%
NATIONAL	21.4%	21.9%	26.8%	26.3%	3.1%	0.5%	74.9%

Figure A-9. PERCENTAGES OF STUDENTS IN DIFFERENT CLASS RANKING GROUPS FOR THE AISD AND NATIONWIDE SAT-TAKING SAMPLES OF 1980-81. Data provided by CEEB.

Figure A-10 presents the reported parental income for the AISD and nationwide SAT-taking samples. This information is reported according to ethnicity. The figure also lists the mean and median income levels for the various groups. Inspection of this figure reveals that:

1. AISD SAT-takers report a greater amount of parental income than do the nationwide SAT-takers.

2. This same pattern of higher reported incomes remains true for most of the ethnic groups within the AISD sample. With the exception of AISD Oriental students, all subgroups within the AISD sample had higher reported parental incomes than did the corresponding groups in the nationwide sample.

Figure A-11 presents the same data but collapses the income categories into two groups, students reporting income under $18,000 and students reporting parental income of $18,000 and over. Inspection of this figure reveals:

1. More AISD students than national sample students fall in the upper income categories, and the differences are greatest for Blacks.

SAMPLE	INCOME	AMERICAN INDIAN PCT.	BLACK PCT.	MEXICAN AMERICAN PCT.	ORIENTAL PCT.	PUERTO RICAN PCT.	WHITE PCT.	OTHER PCT.	NO ETHNIC RESPONSE PCT.	ALL STUDENTS PCT.
AISD	Under $6,000	0.0	7.1	7.9	15.0	0.0	1 6	0.0	0.0	2.8
	$ 6,000 to 11,999	0.0	21.2	15.0	35.0	0.0	6.6	28.6	8.3	9.2
	12,000 to 17,999	0.0	23.2	25.7	10.0	0.0	12.2	7.1	16.7	14.4
	18,000 to 23,999	0.0	21.2	17.9	5.0	0.0	15.2	21.4	16.7	15.8
	24,000 to 29,999	0.0	9.1	14.3	25.0	0.0	18.5	21.4	16.7	17.4
	30,000 to 39,999	33.0	11.1	[illegible]	0.0	0.0	22.3	14.3	20.8	19.7
	40,000 to 49,999	0.0	5.1	[illegible]	0.0	0.0	11.2	0.0	8.3	9.9
	50,000 or over	66.7	2.0	3.6	10.0	0.0	12.4	7.1	12.5	10.8
	# Responding	3	99	140	20	-	1,055	14	24	1,355
	Mean Income	$70,200	$20,300	$22,200	$21,500	-	$34,400	$25,200	$33,500	$31,900
	Median Income	$58,500	$17,700	$18,300	$13,500	-	$28,700	$23,000	$27,000	$26,700
NATIONWIDE	Under $6,000	8.9	18.6	9.1	7.4	17.8	2.2	10.9	6.4	4.4
	6,000 to 11,999	17.5	31.2	23.0	17.0	29.2	8.7	20.6	14.6	11.8
	12,000 to 17,999	18.5	20.0	22.4	17.0	18.6	14.3	18.1	17.2	15.2
	18,000 to 23,999	17.6	12.6	18.3	15.8	13.4	18.9	15.7	18.3	18.1
	24,000 to 29,999	12.6	6.6	11.4	12.2	7.2	16.1	10.0	13.3	14.8
	30,000 to 39,999	12.5	6.4	9.4	14.0	6.6	18.1	10.6	14.0	16.4
	40,000 to 49,999	5.6	2.8	3.3	7.0	3.3	8.8	5.5	6.5	7.9
	50,000 or over	6.8	1.8	3.1	9.6	3.8	12.8	8.7	9.9	11.3
	Mean Income	$24,600	$15,800	$20,100	$27,400	$18,000	$32,900	$24,700	$28,000	$30,500
	Median Income	$19,700	$12,100	$16,700	$20,900	$12,900	$26,000	$18,100	$21,600	$24,100

Figure A-10. PERCENTAGES OF AISD AND THE NATIONWIDE SAMPLE OF STUDENTS WHO REPORT PARENTAL INCOME IN EACH OF EIGHT RANGES. Mean and median incomes are also reported. Data provided by CEEB.

2. The majority of AISD students overall fall in the upper income categories.

3. About half the Black and Mexican American students and over three-fourths of the Anglo students are in the upper income categories.

INCOME	BLACK		MEXICAN AMERICAN		WHITE		ALL STUDENTS	
	AISD	NAT'L	AISD	NAT'L	AISD	NAT'L	AISD	NAT'L
UNDER $18,000	51.5	69.8	48.6	54.5	20.4	25.2	26.4	31.4
$18,000 & OVER	48.5	30.2	51.4	45.5	79.6	74.8	73.6	68.6

Figure A-11. PERCENTAGE OF STUDENTS BY ETHNIC GROUP REPORTING PARENTAL INCOME OVER AND UNDER $18,000. Data provided by CEEB.

AISD SAT Scores in 1980-81 Compared to AISD SAT Scores of Previous Years

The mean SAT-Math scores of AISD students continued to decline from previous years; however, SAT-Verbal scores remained the same as 1979-80. Figure A-12 presents the mean AISD and nationwide SAT scores for the verbal and subtests since 1971-72. Inspection of this figure reveals:

1. The decline in SAT-Math scores has been less dramatic than the decline in SAT-Verbal scores over the eight-year period. In 1980-81 the math scores for AISD dropped four points from the previous year, while verbal scores stayed the same for the third consecutive year.

2. AISD students continue to score higher than do students in the nationwide sample, and their scores have declined less since 1971-72.

Longitudinal trends for some of the advanced achievement tests may also be examined. The advanced achievement test series consists of one-hour tests in each of fifteen academic areas. English Composition, Math Level I, Math Level II, and American History are the tests most frequently taken. CEEB reports data only on tests for which there are valid test results for 25 or more students. This year, test results were reported for three of the advanced achievement tests: English Composition, Math Level I, and American History. Figure A-13 presents the mean scores for AISD and the nationwide sample for these three tests. Inspection of this figure reveals that:

YEAR	SAT-VERBAL		SAT-MATH		NUMBER IN AISD SAMPLE
	AISD	NATIONWIDE	AISD	NATIONWIDE	
1971-72	471	453	509	484	1087
1972-73	469	445	510	481	1338
1973-74	468	444	510	480	1257
1974-75	460	434	507	472	1369
1975-76	456	431	507	472	1412
1976-77	451	429	505	470	1373
1977-78	451	429	500	468	1487
1978-79	450	427	498	467	1443
1979-80	450	424	499	466	1499
1980-81	450	424	495	466	1514
TOTAL CHANGE FROM 1971-72 TO 1980-81	-21	-29	-14	-18	

Figure A-12. MEAN AISD AND NATIONWIDE SAT SCORES FOR THE VERBAL AND MATH SUBTESTS SINCE 1971-72. Data provided by CEEB.

1. AISD students have tended to score higher on the advanced tests than did the students in the nationwide sample.

2. Scores for the nationwide sample declined in 1980-81 on the English Composition test, but rose on Math Level I and American History tests. AISD scores rose on all three tests in 1980-81.

3. Over the ten-year period, AISD students have made overall gains on the English Composition and American History tests while scores on the Math Level I test declined. The nationwide scores showed gains only on the American History test. AISD has lost more on the Math Level I and gained more on the English Composition and American History test mean scores than the nationwide sample.

YEAR	ENGLISH COMPOSITION		MATH LEVEL I		AMERICAN HISTORY	
	AISD	NATION	AISD	NATION	AISD	NATION
1971-72	542	516	576	541	488	492
1972-73	542	517	576	537	531	498
1973-74	549	517	588	545	536	498
1974-75	526	515	581	545	543	494
1975-76	524	532	570	546	534	493
1976-77	547	51[illegible]	573	547	508	492
1977-78	542	512	565	541	496	496
1978-79	545	514	567	537	497	480
1979-80	549	518	555	536	520	501
1980-81	550	512	569	539	530	508
TOTAL CHANGE FROM 1971-72 TO 1980-81	+8	-4	-7	-2	+42	+16

Figure A-13. MEAN ADVANCED ACHIEVEMENT SCORES SINCE 1971-72. Advanced achievement scores for the other academic areas (Math Level II, Biology, French, etc.) are not included because longitudinal data are not available for AISD students. Data provided by CEEB.

How comparable are the AISD SAT-taking samples for the different years through 1980-81?

The Student Descriptive Questionnaire (SDQ) results which were used above to consider the comparability of the AISD SAT-takers and the nationwide SAT-takers for 1980-81 may also be used to consider the comparability of the different AISD samples of different years. These comparisons are discussed below. For some of these comparisons, data are only available since 1972-73 in comparable form.

Ethnicity:

The percentage of minority students in the AISD SAT-taking samples has generally increased since 1971-72. Exceptions occurred in 1972-73, 1974-75, and 1979-80, during which slight decreases occurred. In 1980-81, there was an increase in the percentages of both Black and Mexican American students in the District SAT-taking sample. Figure A-14 presents these data.

SEX	ETHNICITY	*1971-1972	1972-1973	1973-1974	1974-1975	1975-1976	1976-1977	1977-1978	1978-1979	1979-1980	1980-1981	Cumulative Change from 1971-72
MALE	AMERICAN INDIAN	0	0	0	0	0	1	1	0	0	0	0
	BLACK	3	3	4	3	3	4	4	5	4	6	+3
	MEXICAN AMERICAN	5	5	5	5	6	8	7	7	6	9	+4
	ORIENTAL	0	0	1	1	1	1	2	2	2	2	+2
	PUERTO RICAN	1	0	0	0	0	0	0	1	0	0	-1
	OTHER	1	1	1	1	1	2	1	2	1	1	0
	ALL MINORITIES	15	19	11	10	11	16	15	17	14	18	+3
	ANGLO	85	81	89	90	89	84	85	83	86	82	+1
FEMALE	AMERICAN INDIAN	0	0	0	0	0	0	0	0	0	0	0
	BLACK	7	4	7	6	8	6	7	9	7	9	+2
	MEXICAN AMERICAN	6	6	6	6	7	8	10	7	9	11	+5
	ORIENTAL	0	1	0	1	1	1	1	1	2	1	+1
	PUERTO RICAN	0	0	0	0	0	0	0	0	0	0	0
	OTHER	0	1	1	2	1	1	2	2	1	1	+1
	ALL MINORITIES	13	12	14	15	17	16	20	19	19	23	+10
	ANGLO	87	88	86	85	83	84	80	81	81	77	-10
TOTAL	AMERICAN INDIAN	0	0	0	0	0	0	0	0	0	0	0
	BLACK	6	4	6	4	6	6	6	7	5	7	+1
	MEXICAN AMERICAN	6	6	6	5	6	8	8	7	8	10	+4
	ORIENTAL	0	0	1	1	1	1	1	1	2	1	+1
	PUERTO RICAN	1	0	0	0	0	0	0	0	0	0	-1
	OTHER	1	1	1	2	1	1	2	2	1	1	0
	ALL MINORITIES	14	11	13	12	14	16	17	18	17	20	+6
	ANGLO	86	89	87	88	86	84	83	82	83	80	-6

* 1971-72 data are based on the total number of SAT-takers while the data for following years are based on only those students who responded to the Student Descriptive Questionnaire.

Figure A-14. PERCENTAGE OF THE AISD SAT-TAKING SAMPLE IN EACH ETHNIC GROUP FROM 1971-72 THROUGH 1980-81. Data supplied by CEEB.

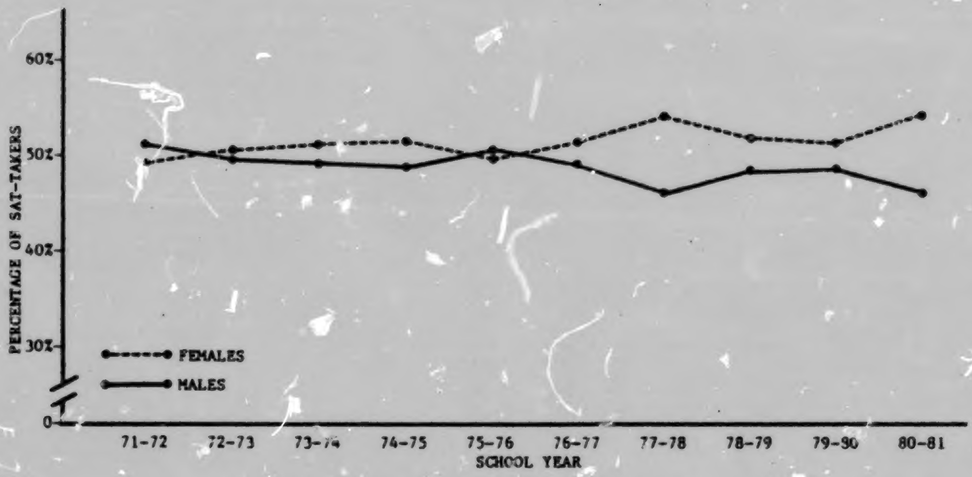

Figure A-15. PERCENTAGE OF THE AISD SAT-TAKING SAMPLE WHO WERE EACH SEX, FROM 1971-72 THROUGH 1980-81. Data supplied by CEEB.

Sex:

Figure A-15 presents the percentage of male and female students in the AISD SAT-taking sample since 1971-72. There has been a tendency for the percentage of female students to increase since 1972-73. Over the 10-year period, the percentage of females has increased from [illegible]9% to 53%.

Number of Courses Completed:

The average number of completed courses, measured in years, for AISD SAT-takers may be characterized by:

1. Males reported taking slightly fewer courses in the areas of social studies and math than had the seniors the previous year. The number of physical science courses taken remained stable, and the number of English, foreign language, and biology courses increased.

2. Females reported taking fewer courses in foreign language and social studies, about the same number of courses in English, and more courses in math, biology and physical science.

These data are presented in Figure A-16.

Latest Reported Grade Comparisons:

The latest reported grade in the different subjects for AISD SAT-takers are presented in Figure A-17. Inspection of this figure reveals:

1. Males in 1980-81 reported slightly lower grades in every area.

Figure A-16. AVERAGE NUMBER OF COURSES COMPLETED (IN YEARS) FOR AISD SAT-TAKERS. Data provided by CEEB.

SUBJECTS	NUMBER OF COURSES																	
	MALES									FEMALES								
	1972-1973	1973-1974	1974-1975	1975-1976	1976-1977	1977-1978	1978-1979	1979-1980	1980-1981	1972-1973	1973-1974	1974-1975	1975-1976	1976-1977	1977-1978	1978-1979	1979-1980	1980-1981
ENGLISH	3.94	3.88	3.83	3.88	3.88	3.89	3.84	3.79	3.84	3.84	3.85	3.81	3.87	3.89	3.98	3.99	3.90	3.90
MATH	3.63	3.55	3.62	3.69	3.57	3.69	3.69	3.66	3.65	3.27	3.30	3.28	3.28	3.22	3.22	3.28	3.28	3.41
FOREIGN LANGUAGE	1.85	1.81	1.71	1.87	1.73	1.76	1.81	1.66	1.69	2.26	2.16	2.14	2.01	1.99	2.31	1.97	1.96	1.89
BIOLOGY	1.29	1.25	1.26	1.27	1.27	1.35	1.34	1.35	1.40	1.38	1.30	1.27	1.25	1.27	1.40	1.41	1.38	1.42
PHYSICAL SCIENCE	1.62	1.72	1.66	1.77	1.97	2.05	2.12	2.10	2.10	1.18	1.32	1.35	1.45	1.53	1.53	1.65	1.63	1.71
SOCIAL STUDIES	3.70	3.63	3.53	3.69	3.85	3.63	3.44	3.45	3.43	3.74	3.65	3.53	3.63	3.80	3.18	3.33	3.43	3.38

Figure A-17. LATEST REPORTED GRADES FOR AISD SAT-TAKERS. Data provided by CEEB.

SUBJECTS	GRADES																	
	MALES									FEMALES								
	1972-1973	1973-1974	1974-1975	1975-1976	1976-1977	1977-1978	1978-1979	1979-1980	1980-1981	1972-1973	1973-1974	1974-1975	1975-1976	1976-1977	1977-1978	1978-1979	1979-1980	1980-1981
ENGLISH	3.06	3.12	3.21	2.19	3.19	3.18	3.23	3.16	3.10	3.45	3.48	3.50	3.53	3.44	3.46	3.47	3.40	3.40
MATH	2.78	2.78	2.91	2.88	2.91	2.97	2.91	2.95	2.94	3.80	2.68	2.78	2.84	2.83	2.86	2.83	2.85	2.88
FOREIGN LANGUAGE	2.89	2.85	2.99	2.99	3.01	3.04	3.11	3.00	2.99	3.36	3.27	3.24	3.33	3.34	3.33	3.28	3.31	3.31
BIOLOGY	3.17	3.24	3.25	3.24	3.25	3.33	3.33	3.33	3.30	3.29	3.27	3.29	3.24	3.27	3.36	3.33	3.38	3.41
PHYSICAL SCIENCE	3.01	3.19	3.24	3.31	3.19	3.25	3.18	3.25	3.22	3.02	3.17	3.23	3.29	3.25	3.21	3.21	3.22	3.26
SOCIAL STUDIES	3.41	3.41	3.45	3.51	3.47	3.45	3.47	3.46	3.39	3.52	3.48	3.47	3.55	3.53	3.51	3.47	3.48	3.42

2. Females reported slightly higher grades in math, biology, and physical science and lower grades in social studies.

Grade Point Average (GPA) Comparison:

The estimated GPA for AISD SAT-takers rose gradually from 1972-73 through 1978-79, then declined in 1979-80 and 1980-81. Male students have demonstrated the most consistent gains over this period, but declined both of the last two years. The GPA's of female AISD students, although consistently higher than the GPA's of male students, have shown variation from year to year. In general, the GPA's of AISD students have remained fairly constant for the last five years, with GPA's fluctuating less than two hundredths of a point over this time span.

These data are presented in Figure A-18.

YEAR	MALES	FEMALES	TOTAL
1972-73	3.08	3.28	3.18
1973-74	3.11	3.25	3.18
1974-75	3.19	3.28	3.24
1975-76	3.21	3.33	3.27
1976-77	3.21	3.31	3.26
1977-78	3.22	3.31	3.27
1978-79	3.23	3.29	3.26
1979-80	3.20	3.29	3.25
1980-81	3.16	3.28	3.23

Figure A-18. GRADE POINT AVERAGES (GPA) FOR AISD SAT-TAKERS SINCE 1972-73 BY SEX. Data for 1971-72 are not available in a comparable form. Data provided by CEEB.

Rank in Class

The median percentile high school class rank has declined for both AISD and the national sample since 1975-76, as shown in Figure A-19. AISD median class rank has dropped 5.8 percentile points, compared to 3.2 for the national sample. This may reflect the larger percentage of seniors taking the test.

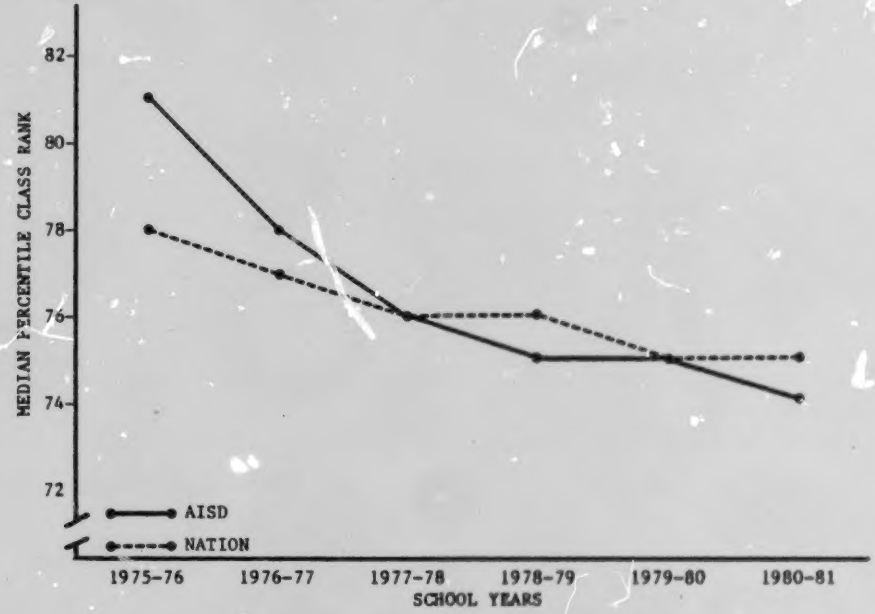

Figure A-19. CHANGE IN MEDIAN PERCENTILE HIGH SCHOOL CLASS RANK FROM 1975-76 THROUGH 1980-81. Data provided by CEEB.

Percentage of 12th Graders Taking the SAT

The percentage of AISD students who have taken the SAT sometime during their high school career has fluctuated during the eight-year period. In 1980-81, 46% of AISD students took the test, which represents the highest percentage in the period for which data are available. These data are presented in Figure A-20.

This increase in the percentage of seniors taking the test, along with the increased proportions of females and minority students in the test-taking sample and the lower median percentile class rank, may be contributing factors in the score decline.

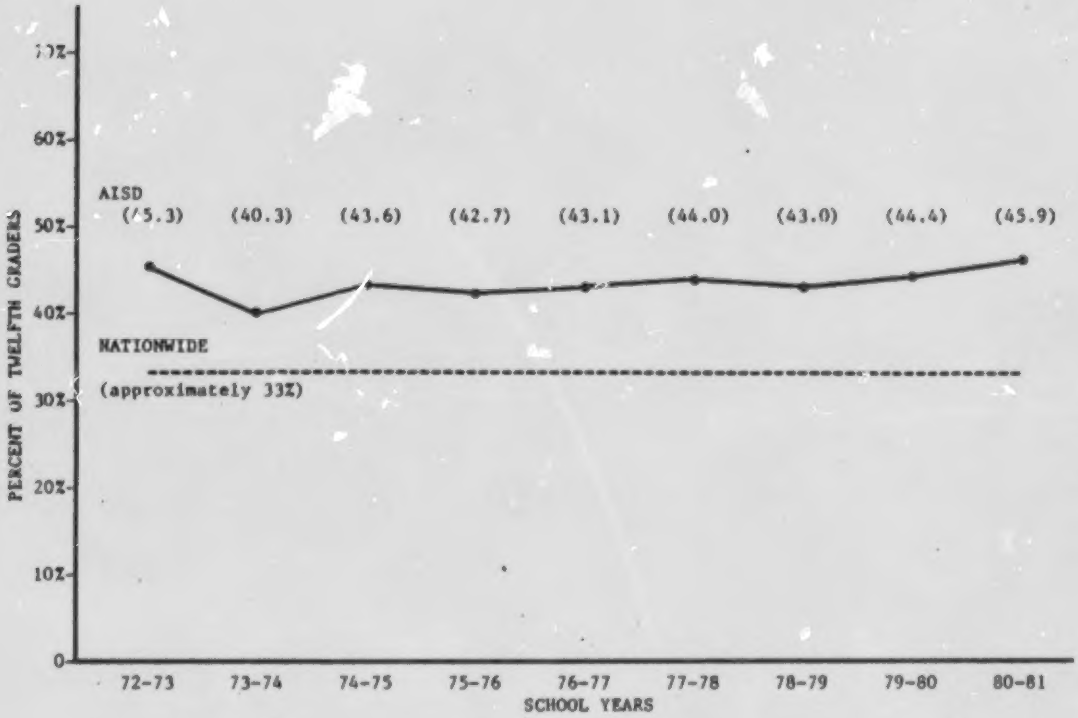

Figure A-20. PERCENT OF 12TH GRADERS TAKING THE SAT OVER AN EIGHT-YEAR PERIOD. AISD compared with the nation from 1972-73 through 1980-81. The percentages were determined by dividing the number of AISD SAT-takers by the 12th grade regular ADM as reported on the AISD ADM for the Entire Year Report. Data acquired from AISD Office of Pupil Accounting and CEEB.

Average Parental Income

The reported parental income of AISD SAT-takers has been consistently higher than the reported parental income of the nationwide SAT-taking sample. The reported income levels for the respective samples are listed in Figures A-21 and A-22. Since the reported income levels of years past do not reflect the influence of inflation, CEEB provides an adjustment factor which takes into account the effect of inflation. The reported incomes, adjustment factors, and adjusted incomes are listed in Figure A-21. Figure A-22 presents the yearly changes in reported incomes using the adjusted incomes.

81.24

YEAR	SAMPLE	REPORTED INCOME	ADJUSTMENT FACTOR	ADJUSTED INCOME
1972-1973	AISD	$17,852	2.042	$36,454.
	NATIONWIDE	$15,883		$32,433.
1973-1974	AISD	$19,468	1.866	$36,327.
	NATIONWIDE	$17,563		$32,773.
1974-1975	AISD	$20,671	1.670	$34,521.
	NATIONWIDE	$18,952		$31,650.
1975-1976	AISD	$21,800	1.564	$34,095.
	NATIONWIDE	$20,000		$31,280.
1976-1977	AISD	$22,400	1.488	$33,331.
	NATIONWIDE	$21,500		$31,992.
1977-1978	AISD	$25,700	1.392	$35,774.
	NATIONWIDE	$23,300		$32,434.
1978-1979	AISD	$28,500	1.273	$36,281.
	NATIONWIDE	$25,400		$32,334.
1979-1980	AISD	$30,800	1.117	$34,404.
	NATIONWIDE	$28,300		$31,611.
1980-1981	AISD	$31,900	1.000	$31,900
	NATIONWIDE	$30,500		$30,500

Figure A-21. REPORTED INCOMES, INFLATION FACTORS, AND ADJUSTED INCOMES FOR AISD AND NATIONWIDE SAT-TAKERS. Data provided by CEEB.

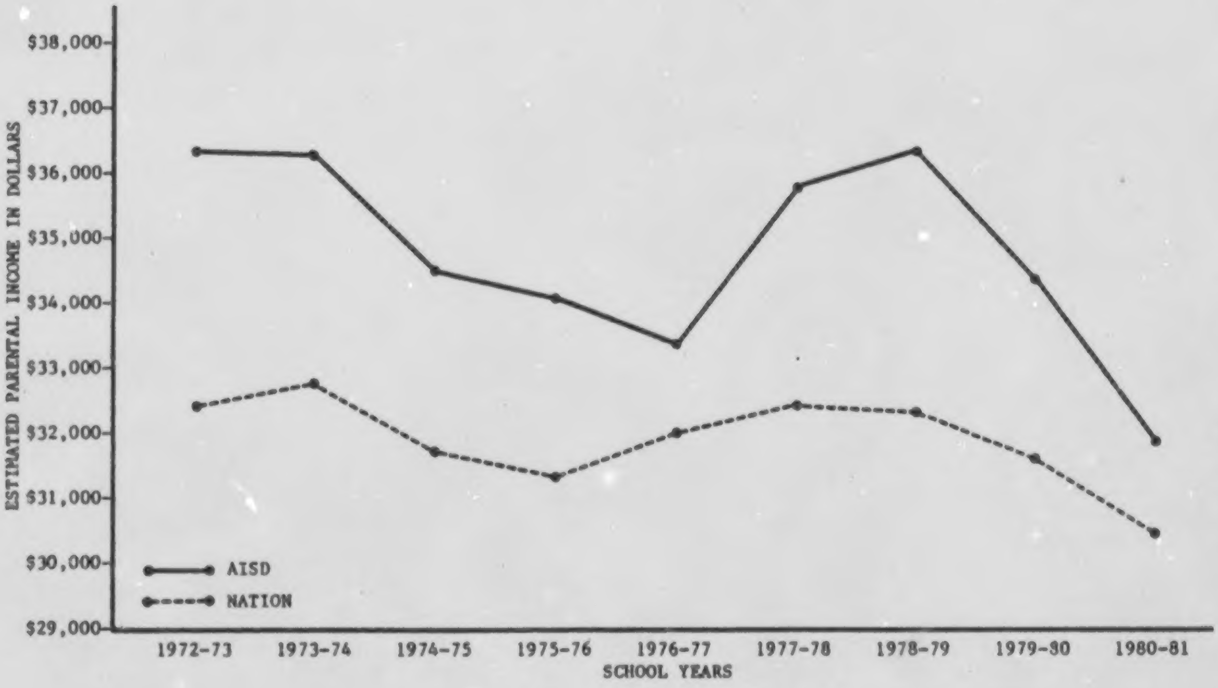

Figure A-22. ESTIMATED PARENTAL INCOME FOR AISD AND NATIONWIDE SAT-TAKERS. Income is adjusted to 1981 dollars. Data provided by CEEB.

Inspection of Figure A-22 reveals that the adjusted parental incomes of AISD students declined from 1972-73 to 1976-77 at which point the adjusted income was $26,000. Incomes rose in 1977-78 and 1978-79, but declined again in 1979-80 and 1980-81. Adjusted incomes in 1980-81 were the lowest reported in the nine-year period.

How does the percentage of minority students taking the SAT in 1980-81 compare with the percentage of Anglo students taking the SAT?

The percentage of AISD Anglo seniors who took the SAT in 1980-81 (48%) was almost double the percentage of minority students who took the SAT (26%).

A slightly higher percentage of AISD's Mexican American seniors (approximately 23%) took the SAT in 1980-81 than of Black seniors (approximately 22%). These relationships have varied over the six-year period for which data are available.

The data for 1980-81 are summarized in Figure A-23. The percentages reported should be considered as approximations only. Data were not available for the computation of exact percentages. The approximate percentage of participating minority students, for example, is computed as the number of minority SAT-takers divided by the number of enrolled minority students. The number of enrolled minority students is based on the October 1st membership report for 12th graders.

How does the percentage of minority students taking the SAT in 1980-81 compare with the percentage of minority students taking the SAT in previous years?

The percentage of AISD's minority seniors who took the SAT increased from 17% in 1974-75 to 26% in 1980-81.

Figures A-23 and A-24 display these data. The percentages reported should be considered approximations only, for reasons discussed in the preceding section. These data are presented only for 1974-75 and later years. For earlier years, comparable data are not available.

GROUP	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81
ANGLO	40%	38%	44%	48%	45%	46%	48%
BLACK	13%	15%	17%	18%	21%	20%	22%
MEXICAN AMERICAN	13%	14%	20%	21%	18%	18%	23%
TOTAL MINORITY	17%	17%	22%	24%	23%	22%	26%

Figure A-23. TRENDS IN PARTICIPATION IN THE SAT. Reported percentages for each group are computed as (# of SAT-takers) divided by the (# of students enrolled on Oct. 1). Data supplied by CEEB.

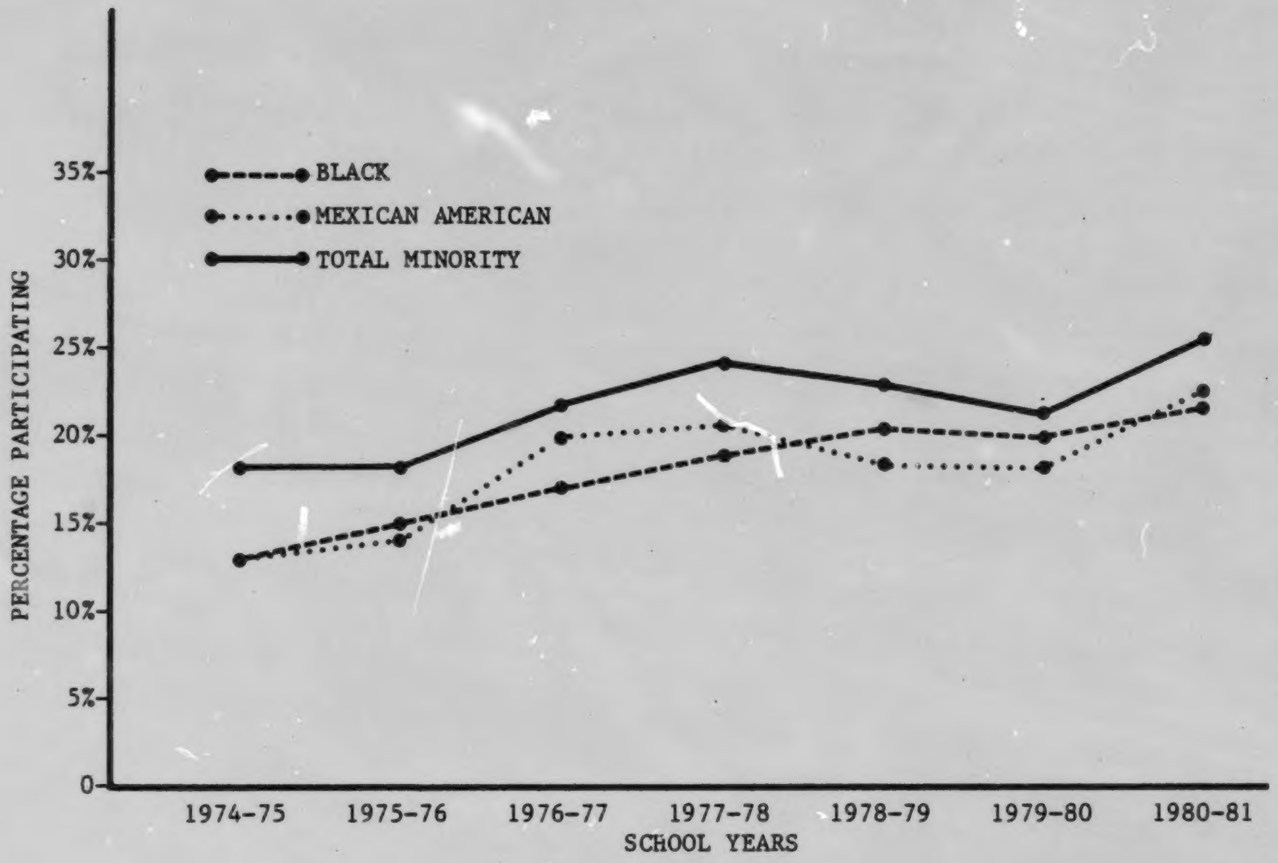

Figure A-24. GRAPHIC PRESENTATION OF DATA IN FIGURE A-23, TRENDS IN PARTICIPATION IN THE SAT. Data provided by CEEB.

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Systemwide Evaluation

Appendix B

AMERICAN COLLEGE TEST (ACT)

81.24 Instrument Description: American College Tests

Brief description of the instrument:

The ACT is a multiple-choice test divided into four segments: English Usage, 75 items (40-minute limit); Mathematics Usage, 40 items (50 minutes); Social Studies Reading, 52 items (35 minutes); Natural Science Reading, 52 items (35 minutes). The math section gives five options; the others, four. The test is designed to predict college success.

To whom was the instrument administered?

Students who signed up for it; e.g., students planning to go to colleges requiring the ACT for admission.

How many times was the instrument administered?

Approximately five times a year at regional centers established by the publisher.

When was the instrument administered?

The ACT High School Profile Report covers seniors who took the ACT during October, December, February, and April test administrations.

Where was the instrument administered?

Various colleges.

Who administered the instrument?

American College Testing Program representatives.

What training did the administrators have?

Unknown.

Was the instrument administered under standardized conditions?

Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?

Unknown.

Who developed the instrument?

American College Testing Program.

What reliability and validity data are available on the instrument?

Extensive, reported in ACT publications.

Are there norm data available for interpreting the results?

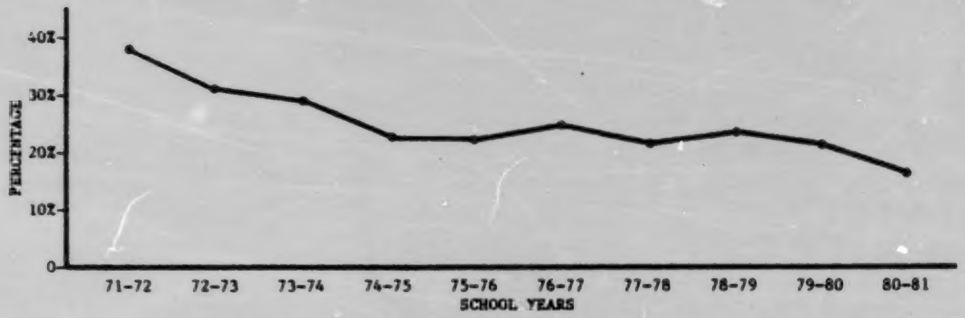
National and State data are available.

AMERICAN COLLEGE TEST (ACT)

Introduction

The ACT is one index of student outcomes of the AISD instructional program. However, the ACT is not a perfect index. Care should be taken in interpreting these ACT data. Among the reasons for exercising this care are:

- There is a high intercorrelation among the subtests of the ACT. All of these subtests are heavily dependent on reading comprehension.
- The ACT national sample is a 10% stratified sample of students who took the ACT in 1980-81, biased toward representation from the West and Southwest.
- The students taking the ACT are a self-selected sample. The graph below shows the percentage of AISD seniors who took the test from 1971-72 through 1980-81. Comparing this graph with Figure B-9 shows that the decline in percentage of seniors taking the test matches the pattern of score decline.



CHANGES IN THE PERCENTAGE OF AISD SENIORS TAKING THE ACT EACH YEAR FROM 1971-72 THROUGH 1980-81.

Purpose

The purpose of this appendix is to provide data to answer the following decision and evaluation questions:

Basic Skills Decision Question D1: Based on the data from the 1981-82 school year, should the five-year priorities plan for improvement of basic skills be implemented as planned?

Evalaution Question D1-3: How did AISD high school seniors perform on the ACT in 1980-81:

a) compared to the 1980-81 nationwide high school ACT sample?
b) compared to the ACT scores of previous AISD seniors?

Low SES and Minority Achievement Decision Question D1: Based on the data from the 1981-82 school year, should the third year of the five-year priorities plan for improvement of achievement of low socioeconomic status and minority students be implemented as planned?

Evaluation Question D1-8: How does the percentage of AISD students taking college entrance exams (SAT, ACT) in 1980-81 compare:

a) by ethnicity?
b) with previous years, by ethnicity?

Procedure

The American College Test (ACT) is a multiple choice test divided into four subtests. The English Usage subtest contains 75 items (40-minute time limit), the Mathematics Usage subtest contains 40 items (50-minute time limit), the Social Studies Reading subtest contains 52 items (35-minute time limit), and the Natural Science Reading subtest contains 52 items (35-minute time limit). A composite scale score and a separate scale score for each subtest are produced. The range of possible scores for the composite score and subtests is 1-36, with a standard deviation of about 5. ACT's projected mean score for college-bound seniors is about 20. Scores on newer forms of the tests are equated to scores on older forms by the equipercentile method.

Students receive information on the American College Testing Program from their high school counselors. Beginning in 1969, ACT furnished each high school with a printout containing the distribution of ACT scores and accompanying descriptive information on the students. Booklets containing the district summary, data on a national 10% stratified sample, and statewide summary information are available for a fee to the District. Participating colleges also receive individual and group data. ORE compiled this report from the national and AISD summaries and the booklet, Your College-Bound Student.

Results

AISD Compared to National Norms

Figure B-1 presents the mean scores of the AISD and national ACT-taking samples for 1980-81. The national norming data (1969-70) are also presented. Inspection of this figure indicates:

1. AISD mean scores for the ACT composite and all subtests of the ACT are lower than the mean scores of the national ACT-taking sample.
2. With the exception of the national sample's performance on the Natural Science subtest, both samples had mean scores lower than the national norms established in the 1969-70 school year.

SUBTEST	AISD MEAN (N=575)	NATIONAL MEAN (N=83,576)	BASELINE NATIONAL NORM (1969-70)
English Usage	17.2	17.8	18.5
Mathematics	15.9	17.3	20.0
Social Studies	16.0	17.2	19.7
Natural Science	19.3	21.0	20.8
Composite Score	17.2	18.5	19.9

Figure B-1. MEAN ACT SCORES FOR AISD AND NATIONAL ACT-TAKERS FOR 1980-81. National norming data (1969-70) are also presented. Data provided by ACT.

Figure B-2 presents this information graphically. Figure B-3 presents the mean scores for male and female ACT-takers in AISD and the national sample for 1980-81. Inspection of this figure reveals:

1. The same pattern noted for the total sample is seen in these subgroups. Both AISD male and female mean scores for the ACT composite and all subtests are lower than their reference groups in the national sample.

2. For both samples, females have higher mean scores than do males on the English subtest of the ACT, but males perform better than females on the Mathematics, Social Studies, and Natural Science sections of the ACT, and their Composite scores are higher.

3. On the Composite score and all four subtests, there are greater discrepancies between AISD females and the national sample of females than between the two male samples.

4. The scores of AISD males are most discrepant from the scores of males in the national sample on the Mathematics subtest, while females are most discrepant on the Natural science subtest.

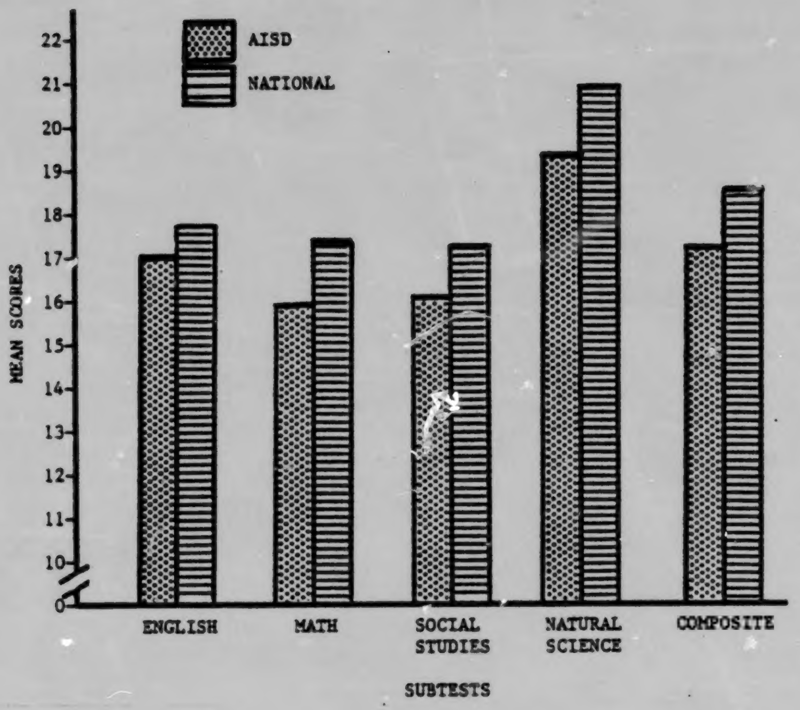


Figure B-2. MEAN ACT SCORES FOR AISD ACT-TAKERS AND FOR A 10% SAMPLE OF ACT-TAKERS NATIONWIDE FOR 1980-81. Data supplied by ACT.

TEST TYPE	MALE		FEMALE	
	AISD (N=223)	NATIONAL (N=37,675)	AISD (N=352)	NATIONAL (N=45,901)
English	16.9	17.3	17.4	18.2
Mathematics	17.7	18.9	14.7	16.0
Social Studies	17.5	18.3	15.0	16.4
Natural Science	21.3	22.3	18.1	20.0
Composite Score	18.4	19.3	16.4	17.8

Figure B-3. MEAN ACT SCORES BY SEX FOR AISD AND NATIONAL ACT-TAKERS FOR 1980-81. Data provided by ACT.

Comparability of AISD and National ACT-taking Samples.

The interpretation of the comparisons described above concerning ACT scores depends on the comparability of the AISD and national samples. ACT provides information with which to answer the question of comparability from student self-descriptions. This descriptive information provides data on the sex and ethnic distributions of the samples, high school grades, educational goals, and parental income. All of these may be used to consider whether the AISD ACT-takers and the national ACT-taking sample are comparable. All of the comparisons, which will be discussed in the following sections, are based on the self-reports of ACT-takers.

Ethnic Breakdown Comparison:

Figure B-4 presents the ethnic breakdowns of the AISD and national ACT-taking samples for 1980-81. Inspection of this figure reveals:

1. The AISD sample had a greater percentage of Blacks (16%) than did the national sample (8%).

2. There was a greater percentage of Mexican American students in the AISD sample (10%) than in the national sample (2%).

3. The percentage of minority students in the AISD ACT-takers (26%) was double that of the national sample (13%).

ETHNIC GROUP	% OF AISD SAMPLE (N=575)	% OF NATIONAL SAMPLE (N=83,576)
Afro-American	16%	8%
American Indian	0%	1%
Anglo American	72%	83%
Mex. American	10%	2%
Oriental American	0	1%
Puerto Rican/Hispanic	0	1%
Other/No Response	2%	4%
Total Minority	26%	13%

Figure B-4. ETHNIC BREAKDOWN OF AISD AND NATIONAL ACT-TAKERS FOR 1980-81. Data provided by ACT.

Sex Breakdown:

Figure B-5 presents the percentages of male and female participants in the two samples. In both samples there is a greater percentage of females than males. It also shows that the percentage of females is larger in the AISD sample.

SEX	% IN AISD SAMPLE	% IN NATIONAL SAMPLE
Male	38.8%	45.1%
Female	61.2%	54.9%

Figure B-5. BREAKDOWN OF AISD AND NATIONAL ACT-TAKERS BY SEX FOR 1980-81.

Grade Point Average Comparison:

ACT-takers are asked to record their approximate GPA in each of the four major subject areas tested by the ACT. In addition, they are asked to estimate their overall GPA. Figure B-6 presents reported grades in each subject area and an overall GPA for the 1980-81 AISD and national ACT-taking samples.

Inspection of this figure reveals that:

1. Reported GPAs were slightly higher for AISD students in English and natural science than the GPAs for the national sample.
2. AISD students' reported GPAs were slightly lower than those for the national sample in math and social studies.
3. The overall GPA was the same for both groups.

SUBJECT AREA	AISD GRADE AVERAGE REPORTED	NATIONAL GRADE AVERAGE REPORTED
English	3.04	3.01
Mathematics	2.67	2.75
Social Studies	3.09	3.11
Natural Science	2.99	2.93
All Four Subjects	2.94	2.94

Figure B-6. ESTIMATED GPA's FOR EACH OF FOUR SUBJECT AREAS AND OVERALL FOR AISD AND NATIONAL ACT-TAKERS FOR 1980-81.

Educational Plans:

Figure B-7 presents the education goals reported by students in the AISD and national ACT-taking samples.

Inspection of this figure reveals:

1. A greater percentage of AISD ACT-takers than of the national sample plans on earning a bachelor's degree or taking one or two years of graduate study.
2. A lower percentage of AISD ACT-takers plan on vocational programs, two-year college degrees, or professional level degrees.

EDUCATIONAL ATTAINMENT PLANS	AISD (N=551)	NATIONAL (N=80,768)
Vocational or Technical Program (2 yrs.)	1%	3%
Two-Year College Degree	6%	12%
Bachelor's Degree	51%	42%
One or Two Years of Graduate Study	17%	16%
Professional-Level Degree (PH.D., M.D., LL.D., D.V.M., etc...)	21%	24%
Other	4%	4%

Figure B-7. EDUCATIONAL DEGREE ASPIRATIONS OF AISD AND NATIONAL ACT-TAKERS FOR 1980-81.

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Family Income:

Because of the high correlation between economic level and educational attainment, ACT requests income information from each test taker. The parental income is divided into seven ranges. Figure B-8 presents the percent of students in each range for the AISD and national samples. Inspection of this figure reveals that slightly more AISD ACT-takers report family incomes over $20,000 than do the national sample. The AISD and national samples are comparable overall.

It should be noted this is a self-report. In addition, these figures are used by some colleges to decide whether or not a student will receive financial aid. These data may also not be completely reliable because almost 15% of each sample did not respond.

INCOME LEVELS	AISD (N=425)	NATIONAL (N=62,396)
Less than $3,000	3%	3%
3,000 - 5,999	5%	4%
6,000 - 7,499	4%	3%
7,500 - 8,999	2%	4%
9,000 - 14,999	17%	18%
15,000 - 19,999	15%	15%
20,000 and over	55%	53%

Figure B-8. ESTIMATED FAMILY INCOME FOR AISD AND NATIONAL ACT-TAKERS FOR 1980-81.

AISD in 1980-81 Compared to AISD in Previous Years

Data are available on AISD and national mean scores from 1972-73 to 1980-81. Figure B-10 presents a tabulation of the mean scores of the AISD and national ACT-taking samples during the last nine years. Inspection of this figure reveals:

1. AISD ACT-takers' English, Natural Science, and Composite scores have been lower than the national sample's scores for all years for which there are data available.

2. In Mathematics, AISD had higher scores in 1972-73 and 1973-74 than did the national sample. In 1976-77 the two groups' scores were the same.

3. AISD had higher scores than the national sample on the Social Studies Test in 1972-73, and lower scores for all other years.

4. During this nine-year period, the greatest drop in AISD Composite scores occurred in 1973-74 and 1977-78, whereas small gains in ACT scores were seen in 1976-77 and 1978-79.

5. Although both groups have tended to score highest on the Natural Science Test, this is also the area of greatest discrepancy between the AISD and national samples.

6. Since 1972-73, AISD mean scores have dropped in all subject areas. The most severe drop has occurred in Mathematics, where scores have dropped 3.5 points over the nine-year period. Mean scores for Natural Science and English have shown the least change, each dropping only .8 points over this time.

Figure B-9 below presents a graphic display of the mean Composite scores for the AISD and nationwide ACT-takers from 1972-73 through 1980-81.

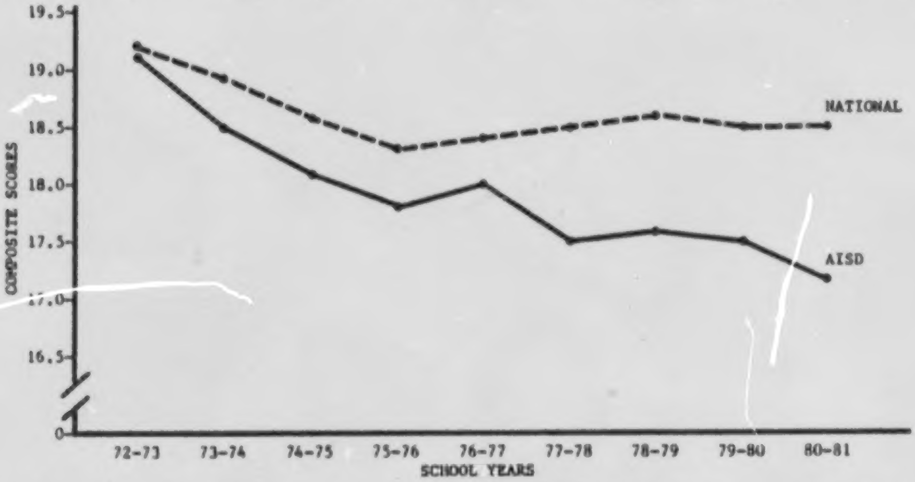

Figure B-9. NATIONAL AND AISD MEAN COMPOSITE ACT SCORES FROM 1972-73 THROUGH 1980-81. Data supplied by ACT.

		English	Mathematics	Social Studies	Natural Science	Composite Score
1972-73	AISD	18.0	19.4	18.4	20.1	19.1
	NATL	18.1	19.1	18.3	20.8	19.2
1973-74	AISD	17.6	18.4	17.6	20.0	18.5
	NATL	17.9	18.3	18.1	20.9	18.9
1974-75	AISD	17.3	17.5	16.9	20.2	18.1
	NATL	17.7	17.6	17.4	21.1	18.6
1975-76	AISD	17.1	17.1	16.6	19.9	17.8
	NATL	17.5	17.5	17.0	20.8	18.3
1976-77	AISD	17.6	17.4	17.1	19.6	18.0
	NATL	17.7	17.4	17.3	20.9	18.4
1977-78	AISD	17.2	16.6	15.9	19.7	17.5
	NATL	17.9	17.5	17.1	20.9	18.5
1978-79	AISD	17.4	16.3	16.6	19.6	17.6
	NATL	17.9	17.5	17.2	21.1	18.6
1979-80	AISD	17.0	16.7	16.2	19.6	17.5
	NATL	17.9	17.4	17.2	21.1	18.5
1980-81	AISD	17.2	15.9	16.0	19.3	17.2
	NATL	17.8	17.3	17.2	21.0	18.5
CUMULATIVE CHANGE	AISD	-0.8	-3.5	-2.4	-0.8	-1.9
	NATL	-0.3	-1.8	-1.1	+0.2	-0.7

Figure B-10. AISD AND NATIONAL MEAN SCORES AND CUMULATIVE CHANGE ON ACT SUBTESTS AND THE COMPOSITE SCORE FROM 1972-73 THROUGH 1980-81.

Comparison of the 1980-81 AISD ACT-Taking Sample to Previous Years

The interpretation of the comparisons between AISD ACT scores in 1980-81 and those in previous years depends on the comparability of the AISD ACT-taking sample in 1980-81 to previous years. ACT has provided student description data on the sex, ethnicity, high school grades, educational goals, and parental incomes for each year.

ETHNIC GROUP	1970-1971	1971-1972	1972-1973	1973-1974	1974-1975	1975-1976	1976-1977	1977-1978	1978-1979	1979-1980	1980-1981
Afro-American	8%	8%	7%	7%	10%	7%	7%	9%	12%	14%	16%
American Indian	0%	0%	0%	1%	1%	0%	0%	1%	0%	0%	0%
Anglo American	79%	80%	83%	78%	75%	77%	74%	72%	73%	71%	72%
Mex. American	7%	6%	5%	5%	6%	8%	10%	9%	10%	11%	10%
Oriental American	1%	0%	1%	0%	1%	0%	1%	0%	1%	0%	0%
Other/No Response	4%	4%	4%	8%	8%	7%	9%	9%	3%	3%	2%
Total Minority	17%	14%	13%	13%	18%	15%	18%	19%	23%	26%	26%

Figure B-11. ETHNIC DISTRIBUTION OF AISD ACT-TAKERS FROM 1970-71 THROUGH 1980-81. Data acquired from ACT.

Ethnicity:

Figure B-11 above presents the ethnic breakdown of AISD ACT-takers from 1972-73 through 1980-81. Inspection of this figure shows that the percentages of Black and Mexican American students have increased since 1972-73. During this time the percentage of all minorities taking the ACT has increased, while the percentage of Anglo students in the sample has decreased.

Sex:

Figure B-12 presents the breakdown by sex for the AISD ACT-takers since 1970-71. Figure B-13 presents these data graphically. Inspection of these figures reveals that the percentage of male ACT-takers in the AISD sample has dropped 13 percentage points over this period, while the percentage of females has increased the same amount.

SEX	1970-1971	1971-1972	1972-1973	1973-1974	1974-1975	1975-1976	1976-1977	1977-1978	1978-1979	1979-1980	1980-1981
Male	52%	50%	48%	43%	41%	45%	43%	41%	42%	42%	39%
Female	48%	50%	52%	57%	59%	55%	57%	59%	58%	58%	61%

Figure B-12. THE PERCENTAGE OF AISD ACT-TAKERS WHO WERE MALE AND FEMALE, FROM 1970-71 THROUGH 1980-81.

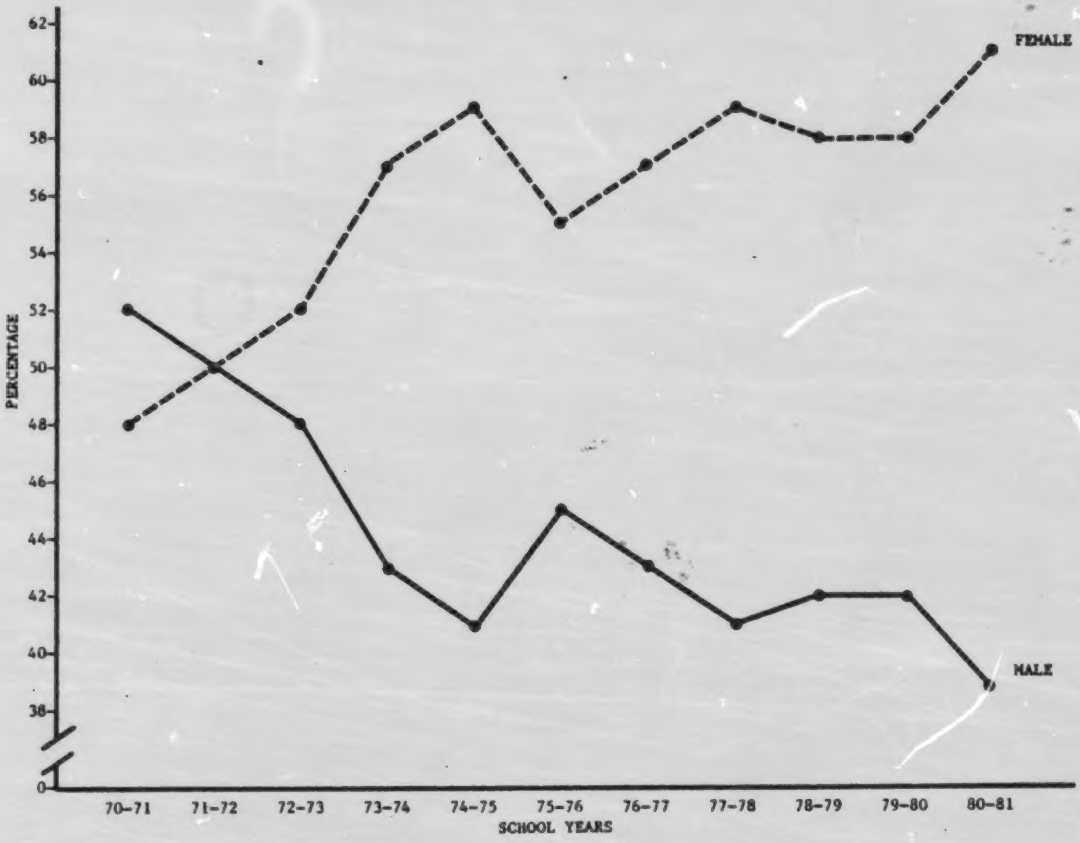

Figure B-13. GRAPHIC PRESENTATION OF DATA IN FIGURE B-12. PERCENTAGE OF AISD MALE AND FEMALE ACT-TAKERS.

Grade Point Average Comparison:

The ACT asks students to estimate their grades in four specified curriculum areas and their overall GPA. These estimates are self-reported. Figure B-14 presents AISD students' estimated overall GPAs and grades for English, mathematics, social studies, and natural science, and the overall GPA for the national sample.

1. In all cases except social studies the reported grades in 1980-81 were higher than the reported grades in 1971-72.
2. In 1980-81 AISD students' estimated grades decreased in all four areas and so did the overall GPA.
3. The AISD students' estimated overall GPA is the same as the national sample, but both have increased (.10 for AISD and .13 for the national sample) over the nine-year period.

Course Area	72-73	73-74	74-75	75-76	76-77	77-78	78-79	79-80	80-81
English	2.95	3.00	2.82	3.05	3.14	3.07	3.11	3.05	3.04
Mathematics	2.44	2.44	2.59	2.50	2.60	2.62	2.64	2.72	2.67
Social Studies	3.14	3.14	3.15	3.21	3.20	3.20	3.21	3.17	3.09
Natural Science	2.84	2.91	2.92	2.91	3.00	3.00	3.00	3.00	2.99
Overall GPA	2.84	2.87	2.91	2.91	2.97	2.96	2.98	2.99	2.94
Nat'l Overall GPA	2.81	2.86	2.91	2.94	2.96	2.97	2.97	2.95	2.94

Figure B-14. AISD ACT-TAKERS' ESTIMATED GRADES IN FOUR SUBJECT AREAS AND THEIR OVERALL GPA, FROM 1971-72 THROUGH 1980-81. Data supplied by ACT.

The decline in AISD students' GPA is consistent with the decline in ACT scores in 1980-81, although in previous years grades have gone up as scores went down. The data for AISD are presented graphically in Figure B-15.

Educational Plans Comparison

Figure B-16 presents the percentage of AISD ACT-takers who plan to continue their education through the various academic levels. Data are presented for samples from 1971-72 through 1980-81. Inspection of this figure indicates that the percentages of AISD students planning to attain various levels of education have fluctuated in a 7% range over the nine-year period.

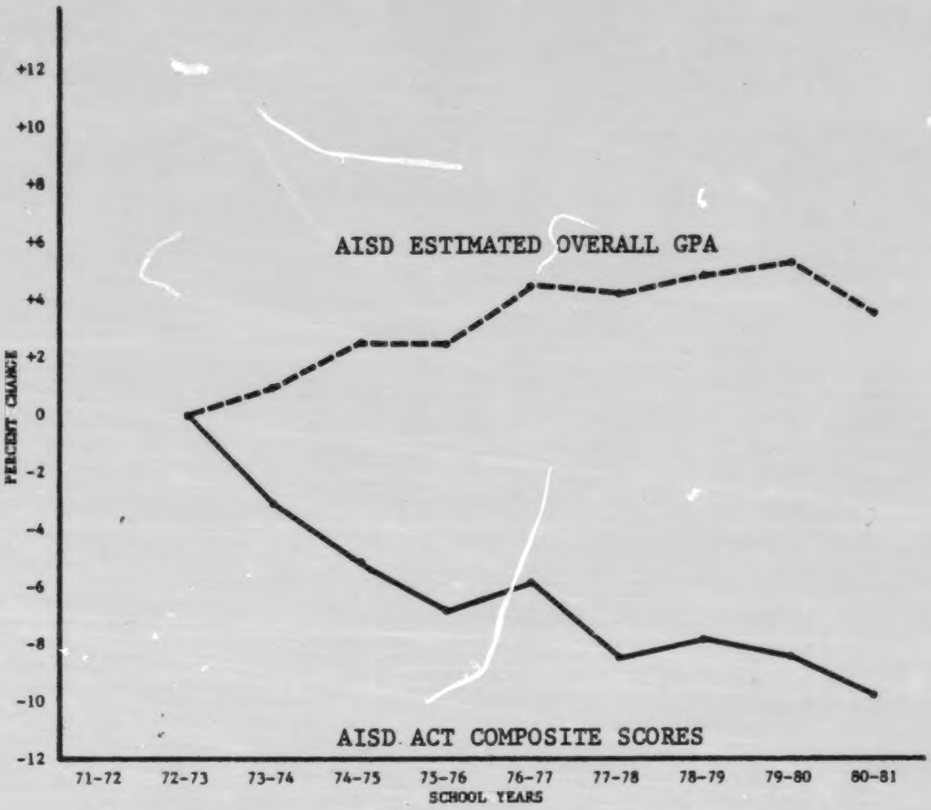

Figure B-15. GRAPHIC PRESENTATION OF FIGURE B-14. COMPARISON OF TRENDS IN AISD ESTIMATED OVERALL GPA AND COMPOSITE SCORE ON THE ACT. Change is calculated as $\frac{\text{later date - 1972 data}}{\text{1972 data}}$ X 100 = % change.

Educational Level	71-72	72-73	73-74	74-75	75-76	76-77	77-78	78-79	79-80	80-81
Voc./Tech. School	2%	3%	2%	2%	2%	1%	1%	1%	1%	1%
2 Yr. College Degree	13%	9%	14%	8%	8%	10%	3%	7%	8%	6%
Bachelor's	48%	52%	46%	53%	54%	54%	54%	52%	53%	51%
2 Yr. Graduate Degree	16%	15%	16%	16%	16%	17%	18%	18%	18%	17%
Ph.D./Professional	15%	16%	15%	16%	16%	14%	21%	18%	17%	21%
Other	6%	5%	5%	5%	5%	4%	2%	4%	3%	3%

Figure B-16. THE PERCENTAGE OF AISD ACT-TAKERS WHO PLAN TO CONTINUE THEIR EDUCATION THROUGH VARIOUS LEVELS FROM 1971-72 THROUGH 1980-81.

81.24

SYSTEMWIDE EVALUATION

APPENDIX C

PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT)

81.24

Instrument Description: Preliminary Scholastic Aptitude Tests (PSAT)

Brief description of the instrument:

The PSAT is a five-option multiple choice test divided into 65 verbal items (50-minute time limit) and 50 mathematics items (50-minute time limit), designed to provide "an impartial assessment of ability to do college work." It is also used as the criterion for scholarship competition sponsored by the National Merit Scholarship Corporation (NMSC), and as a practice session for the Scholastic Aptitude Test (SAT). The test supplies separate verbal and mathematics scores.

To whom was the instrument administered?

Students who signed up for it, e.g., students planning to go to colleges requiring the SAT for admission, and those interested in being considered for the scholarship competition sponsored by NMSC.

How many times was the instrument administered?

Once.

When was the instrument administered?

On one Tuesday or Saturday in October depending upon the decision of the local school's administration.

Where was the instrument administered?

At each participating high school.

Who administered the instrument?

Designated school personnel, generally counselors.

What training did the administrators have?

Unknown.

Was the instrument administered under standardized conditions?

Unknown.

Were there problems with the instrument or the administration that might affect the validity of the data?

Unknown.

Who developed the instrument?

College Entrance Examination Board (CEEB).

What reliability and validity data are available on the instrument?

Reported in CEEB publications.

Are there norm data available for interpreting the results?

National data are available.

PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT)

Data on AISD student performance in fall 1981 was not provided to the District by the College Entrance Examination Board.

Systemwide Evaluation

Appendix D

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS (STEP)

Instrument Description: Sequential Tests of Educational Progress (STEP), Series II, Forms A & B

Brief description of the instrument:

The STEP is a standardized, multiple-choice achievement battery. In 1981-82 AISD used a subset of the complete battery, omitting the English Expression and Social Studies tests. These tests will be given every other year, alternating with the Mechanics of Writing and Science tests. Tests given each year are Reading, Math Computation, and Math Basic Concepts.

To whom was the instrument administered?

All students in grades 9-12. Special education students were exempted as per Board Policy 5127 and its supporting administrative regulation. Students of limited English proficiency (LEP) were not exempt, but could be excused after one test on which they could not function validly.

How many times was the instrument administered?

Once to each student.

When was the instrument administered?

The STEP was administered over a two-day period—April 6 and 7. Tests were administered in the morning from about 8:30 until approximately noon each day. Make-ups were administered on two consecutive Saturdays, April 17 and 24.

Where was the instrument administered?

The STEP was administered at each AISD high school (including Robbins and Kealing). Make-ups were administered at Reagan High School.

Who administered the instrument?

Test instructions were given over the public address system at each school, either by the counselor or by a tape recording provided by ORE. Teachers acted as test monitors in each classroom. The make-up testing was administered and monitored by ORE personnel.

What training did the administrators have?

Teachers and counselors received written instructions from ORE, including a checklist of procedures and an exact script to follow in test administration. The ORE personnel who administered the make-ups were thoroughly trained in administering tests.

Was the instrument administered under standardized conditions?

Yes. Standardized instructions were distributed. ORE personnel monitored in a random selection of classrooms with results indicating that testing conditions were reasonably consistent across the District.

Were there problems with the instrument or the administration that might affect the validity of the data?

No known problems with the instrument. Problems in the administration are documented in the monitors' reports.

Who developed the instrument?

Educational Testing Service (ETS). The STEP is published by Addison-Wesley Publishing Company, Inc.

What reliability and validity data are available on the instrument?

The reliability of subtests in the alternate forms, A and B, ranges from .58 to .93, with parallel forms correlations. As summarized by Kuder-Richardson Formula 20 coefficients, the reliability of the subtests ranges from .83 to .94. The issues of content and construct validity are addressed in the publisher's technical report, pages 150-154.

Are there norm data available for interpreting the results?

Mean, median, percentile rank, percentile band, converted, and stanine scores are available for each subtest of the STEP.

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
Part I
Basic Skills

Purpose

Part I of the STEP appendix provides information relevant to the following decision and evaluation questions from the 1981-82 Basic Skills Evaluation Design:

> Decision Question 1: Based on the data from the 1981-82 school year, should the five-year priorities plan for improvement of basic skills be implemented as planned?
>
> > Evaluation Question D1-2: How did AISD high school students perform in 1981-82:
> >
> > a) compared to the 1970 nationwide norming sample?
> > b) compared to the 1978 STEP III nationwide norming sample?
> > c) compared grade by grade?
> > d) compared to previous years' achievement scores?

Procedures

Data Collection: Test Administration.

The STEP Series II was administered districtwide in grades 9-12 on April 6 and April 7, 1982. Make-up testing was given on two consecutive Saturday mornings, April 17 and April 24. An effort was made in the scheduling of administration dates to avoid testing on holidays, the end of six-week periods, on Monday and Friday, and the week before or after spring break.

Form A of the STEP was administered in all AISD high schools in the 1975-76 and 1976-77 school years. Beginning in 1977-78 and continuing through 1981-82, half of the schools used Form B and the remaining schools used Form A . The form used at any particular school has alternated yearly between Form A and Form B. Figure D-1 provides a list of the schools using each form of the STEP in 1981-82. The students in the Teenage Parent Program at Kealing were tested beginning with the 1978-79 school year. Testing at W. R. Robbins Secondary School began in 1979-80.

Form A	Form B
Crockett LBJ Johnston Kealing McCallum	Anderson Austin Lanier Reagan W. R. Robbins Travis

Figure D-1. SCHOOLS USING FORM A AND FORM B OF THE STEP IN 1982.

Data Collection: Student Exemptions from STEP Testing.

During the 1975-76 through 1977-78 school years, the following categories of students were exempted from STEP testing.

1. Any student who was enrolled in an integrated (self-contained) special education classroom was exempt from STEP testing.

2. Any student who moved into AISD during the year before the testing from a school district where the majority of instruction was given in a language other than English, and who did not read English well enough for the STEP to be a valid measure of achievement, was exempt from STEP testing.

The exemption policy for special education students was changed in 1980-81. Beginning that year and continuing in 1981-82, special education students were exempted from STEP testing by the local Admission, Review, and Dismissal (ARD) Committee. Students whose ARD Committees had not yet made a determination regarding their inclusion in or exclusion from testing for 1981-82 could be exempted at the discretion of the principal.

A second type of exemption was available in 1981-82 to certain limited-English-proficient (LEP) students. After the administration of the first subtest (Math Basic Concepts), LEP students who were dominant or monolingual in a language other than English could be excused from other tests if in the teacher's judgment the student could not understand English well enough to answer about one out of four items correctly. This determination was to be made for each test separately since a LEP student who may be unable to take a reading comprehension test may be able to do reasonably well on a math computation test (see Attachment D-1).

Data Collection: Student Attendance on Testing Days.

Attachment D-2 lists the number and percentage of AISD students at each high school who took the STEP Reading test in each of the past three school years, compared with the fifth six-weeks membership. This attachment indicates that student attendance on STEP administration days has been stable and relatively high for the past three years.

This was the fourth year that ORE administered make-up STEP tests on two consecutive Saturday mornings. A total of 107 students were involved in the make-up testing this year, compared to 128 in 1980-81, 121 in 1979-80 and 73 in 1978-79. The number of students from each high school who took part or all of the STEP tests during the make-up testing are listed in Figure D-2.

SCHOOL	DAY 1 ONLY	DAY 2 ONLY	BOTH DAYS	TOTAL
Anderson	5	7	5	17
Austin	4	2	5	11
Crockett	3	1	4	8
LBJ	2	1	2	5
Johnston	3	3	3	9
Lanier	9	6	3	18
McCallum	3	5	2	10
Reagan	8	1	5	14
Travis	4	1	10	15
Total	41	27	39	107

Figure D-2. ATTENDANCE AT STEP MAKE-UP TESTING, SPRING, 1982.

Preadministration Procedures: Public Awareness.

Like last year, a television public service announcement (PSA) was produced for the 1981-82 STEP administration. This 30-second PSA stressed the importance of the tests to students and parents, showed brief scenes from each high school campus, and noted the testing dates. The local television stations were requested to broadcast the PSA from March 31 - April 6.

Preadministration Procedures: Test Processing.

Several modifications were carried over from 1980-81. Each building test coordinator (BTC) personally delivered the answer sheets to ORE the Thursday after testing, April 8. Systemwide testing staff worked on Friday (a District holiday) and Saturday to process the answer sheets. ORE staff scanned the answer sheets during that period, rather than having Data Services personnel scan the sheets during the following work week. Schools were sent test results on April 14 for their students tested during the regular administration. Final STEP reports (make-up testing and school summary reports) were sent to the schools on April 29.

Preadministration Procedures: Reduction in STEP Tests Administered.

The amount of instructional time taken up by the STEP administration has been a concern for several years. Last year ORE staff met with Department of Secondary Education personnel to see if a reduction in testing would be practical and feasible. A decision was reached to reduce the number of STEP subtests given in a particular year. The Reading, Math Basic Concepts, and Math Computation subtests are to be given every year to AISD high school students. Beginning with the 1980-81 school year, the English Expression and Social Studies tests are to be given only in odd-numbered years, while the Mechanics of Writing and Science tests are to be given only in even-numbered years. Thus, the Mechanics of Writing and Science tests were given this year.

Preadministration Procedures: Preparation of District Personnel.

Two meetings were held with the high school BTC's, the people responsible for supervising the administration on the local campus. (See Attachment D-3). These meetings focused on how the test administration procedures could be improved and discussion of changes in the STEP procedures for 1981-82.

Additional information about the STEP testing was communicated through Nuts and Bolts of Testing (Publication Number 81.31), a bulletin for the BTC's. Its purpose was to provide summaries of the BTC meetings, information related to points raised at those meetings, and other issues related to testing. Two issues were devoted to the STEP.

Preadministration Procedures: Standardized Test Administration.

As in previous years, the STEP answer sheets were delivered to the schools with all of the student and school identification information already preprinted (preslugged) by the computer. The Student Grade Report (SGR) File (matched with the Student Master File) was used for this process, with the answer sheets preslugged by advisory or first-period class.

ORE provided detailed instructions on the management of the testing operations. Instructions and directions to the building test coordinators included a checklist (Attachment D-4), a list of important dates to remember (Attachment D-5), a list to help with the distribution of materials (Attachment D-6), make-up testing registration forms (Attachment D-7), and the hints for testing LEP students. High school teachers received the checklist given in Attachment D-8, along with guidelines and suggestions to use in preparing themselves and their students for the test (Attachment D-9).

The STEP test instructions have been given over the public address system at each school for several years. ORE has provided taped (reel-to-reel) instructions for the schools to use, although the counselors at some schools have opted to read the directions themselves. Revised tapes were made this year, due to the reduction in the number of tests administered. Each teacher received a copy of the revised tape script (Attachment D-10), to be used in case of malfunction.

The testing administration procedures allowed for teachers who detected a student taking a test or tests under possible invalidating circumstances (e.g., a student with poor vision whose glasses had broken) to mark that student's answer sheet to signify that fact. Each teacher was provided with a Special Circumstances Log on which the details of each circumstance could be described (Attachment D-11). These logs were filed at the school for later use.

All STEP testing reports which contain such individual student results were flagged with an asterisk (*). In this way, counselors and teachers who used these reports in later years would know that some unusual circumstance had occurred, and could consult the Special Circumstances Logs to obtain more details on the situation. However, the summary testing results for each school and for the District as a whole ignore these designations. This is because the norm statistics were based on all the students in the norm sample, including those who took the test under personal circumstances that may have invalidated the scores.

Preadministration Procedures: Should the STEP (Series II) Be Replaced?

AISD high school students have taken the 1970 STEP II since the 1975-76 school year. National and local achievement levels have changed dramatically since the STEP II was normed in 1970. This year the continued appropriateness of using the STEP II for measuring the academic progress of AISD students was questioned because of the following:

1. The norms underestimate our students' achievement.
2. It is not on TEA's list of approved tests for LEP student identification and exit.
3. Grade 8 (ITBS) to grade 9 (STEP) comparisons are limited because of the eight year difference in norms and a lack of a grade equivalent scale on the STEP.

These issues were addressed at the October 12, 1982 Superintendent's Cabinet meeting (Attachment D-12). They decided that no formal test review/replacement process would be initiated this year. Instead, the secondary instructional coordinators would review the STEP II, the 1978 STEP III, and the 1978 Tests of Achievement and Proficiency (TAP) and compare them to the AISD curriculum (Attachment D-13). In addition, the Cabinet decided that percentile scores based upon the 1978 STEP norms should be reported to students and school personnel along with the 1970 percentile norms.

Preadministration Procedures: STEP II to STEP III Norms.

STEP II to STEP III conversion tables were developed for office use after the decision was made to provide students with percentile scores based upon both 1970 and 1978 STEP norms (see ORE Publication 81.H).

The publisher's equating process used a regression formula which projected 1978 percentiles only up to the 80th percentile for 12th grade students with a perfect raw score on the Reading Test. This problem also exists to a lesser degree at lower grades on the Reading Test. This type of limitation is discussed in ORE Publication 80.50, "Equating Studies: A Manual of Issues, Options, and Decisions for Public School Evaluators." Since the preferred equating procedure, the equipercentile method, was not used by the STEP publisher, the upper percentile scores were arbitrarily projected upward to allow a perfect score to achieve a 99th percentile.

Preadministration Procedures: Testing Special Education Students.

Some new procedures for determining inclusion or exclusion of special education students from standardized testing were initiated during the 1981-82 school year.

During the spring of 1981, the ARD Committees determined the test status of each special education student. An optical scanning form (Attachment D-14) was developed and the special education supervisors/coordinators coded the testing status onto these forms in the fall for the 1981-82 test administrations (Attachment D-15). The Local Support Teams (LST's) received materials to assist them in determining the testing status of students for the 1982-83 school year (Attachment D-16). The scanner sheets for the 1982-83 school year were preslugged with student identifying information (Attachment D-17) and provided to the secondary special education teachers. They were to complete them prior to each student's annual ARD (Attachment D-18). Based upon feedback from completing the forms for 1981-82, an information sheet was developed to facilitate completion for 1982-83 (Attachment D-19).

The Special Education Student Participation in Standardized Testing Forms for 1981-82 were scanned and processed, and the schools were provided a listing to update prior to testing. Missing or incorrect information on these scanning forms was handled as follows:

Problem	Resolution
Student designated to take a valid STEP, TABS, or Minimum Competency test, but oval filled in to show that the student cannot be validly tested for competency.	If a valid STEP, TABS, or Minimum Competency test in reading or math is to be taken, the student can be validly tested for competency. The graduation competency marking was overridden.
Student is designated to take the STEP, TABS, or Minimum Competency test for experience only, but oval not filled in to show that the student cannot be validly tested for competency.	If the STEP, TABS, or Minimum Competency test in reading or math is to be taken for experience only or not at all, it is assumed that the student cannot be validly tested for competency in that area. The student will be considered exempt from the graduation competency requirement in that area.

Preadministration Procedures: Taking the Test Seriously.

Some high school and District personnel have felt that STEP scores are deflated and do not accurately reflect true achievement levels, because students do not take the testing seriously. This year high school faculties and students received information on the numerous uses of the STEP scores. Some schools presented this information in their newspapers (Attachment D-20), and all students received this information as a part of the STEP test preparation (see Attachment D-9).

Preadministration Procedures: The Parents' Role in the Test Preparation of Students.

In a continuing effort to ensure that the tests accurately reflect achievement and not other variables, the parents' role in standardized testing was defined (Attachment D-21). This information was distributed to principals, school faculties, and parents at various meetings (e.g., PTA, PAC).

Preadministration Procedures: Revision in Calculating Median Percentile Scores.

This year ORE reassessed the measures of central tendency used for reporting District achievement test results along with the procedures for calculating them. The median continues to be the most appropriate measure of central tendency for AISD because achievement is not normally distributed along school or ethnic lines. The calculation of the median score was changed to fit the true definition, this is, the point which divides the ranked scores into halves. The procedures used for calculating this interpolated point on a continuum can be found in Attachment D-22.

All District median percentile and grade equivalent scores reported for 1981-82 were determined through this method. Scores for previous years were recalculated using this procedure. Some scores reported as medians in previous years may not be equal to the interpolated medians as calculated this year. Longitudinal scores presented here are all based upon the method of calculating median scores as outlined in Attachment D-22.

Test Processing: One School + Two Test Forms = Creative Scoring Needed.

This year Reagan High School received 64 Form A booklets in their boxes of Form B STEP tests. Teachers and students did not notice these "stray" booklets until after the testing was over. School personnel did not know which students had taken Form A instead of Form B and on which day. The process of identifying which Reagan students took each form of the STEP was as follows:

1. All boxes of STEP booklets sent to Reagan were checked, and 64 Form A booklets were counted.
2. A listing of every Reagan student's Day 1 and Day 2 STEP raw score totals for both Form A and Form B scoring keys was produced.
3. A Rasch person-fit statistic was calculated for each test using the Form B scoring. A listing was produced in rank order of day 1 average fit statistics and a second listing was produced in day 2 order. The listings included student number, name, advisor code, average fit statistic for day 1, average fit statistic for day 2, raw scores using Form B scoring key for each test, raw scores using Form A scoring key for each test, and fit statistics for each test.
4. The resulting output was inspected and 78 students were identified as taking Form A on one or more days of testing.
5. The number and pattern of Form A booklets used matched the number found in the boxes of STEP booklets received from Reagan.

Refer to Attachments D-23 and D-24 for more information.

Inclusion of Students in STEP Reports

The high schools received several types of test reports, providing both individual and school results (Attachment D-25). Both 1970 and 1978 STEP percentile scores were included on the alphabetic and rank order listings, with all students' scores reported except those for special education students who were tested even though exempted by the ARD Committee or who took the test for experience only. Students' scores were excluded from the 1981-82 school and District skills analyses, stanine reports, and achievement profiles under the following conditions (Attachment D-26):

- Special Education - Scores for special education students who received more than three hours of special education services per day in 1981-82, who took the test for experience only, or who took the test even though exempted by the ARD Committee.
- LEP - Scores for students who were dominant or monolingual in a language other than English in 1981-82.

Analyses

AISD Compared to 1970 STEP II National Norms, and Comparisons Among Grades in AISD

Two types of descriptive analyses of the AISD districtwide STEP testing results were conducted in comparison with the national STEP II norm group results.

First, the districtwide median percentile score for each grade, on each test, was compared with the score of the STEP II national norming sample at that point (the 50th percentile).

To get a more detailed picture of how the entire range of achievement levels in AISD compares with the range of achievement levels in the nationwide STEP II norming group, a second type of analysis was done. The percent of AISD students who scored in each of certain ranges of percentile scores was computed. These percentages provide the means of comparing the performance of students at the same levels in the national norming sample. For example, the percent of AISD students in each grade who made a percentile rank score of 1-10 was computed. For a given test, this figure represents the percentage of AISD students at each grade level whose scores were equivalent to those of the bottom 10% of the students in the STEP II nationwide norming sample. The same computation was done for the bottom 25% of the norming sample, the top 25%, and the top 10%.

Current-Year Achievement Compared to Previous Years.

For each skills test of the STEP administered in 1981-82, the median score for grades 9-12 was computed, for the 1977-78 through the 1981-82 school years. Changes in the districtwide median scores over these years reflect changes in the midpoint of achievement in each skills area, for AISD high school students at each grade level.

Achievement of Students Who Were in AISD the Past Two, Three, and Four Years.

To analyze the effect of population change upon District achievement scores the median score was computed for those students who took the STEP tests in both of the past two years. This matched group score provides a means for comparing achievement of the same group of students over a two-year period. A similar computation was performed on students who took the STEP in each of the past three and four years.

AISD Compared to 1978 STEP III National Norms.

Descriptive analyses of the AISD districtwide STEP testing results were conducted in comparison with the national 1978 STEP III norm group results. This permits a comparison of AISD achievement with more current norms. Analyses were based upon individual student STEP II-to-STEP III score conversions and included:

a. districtwide median percentile scores for each grade for 1981-82 and for the previous four school years, on each test where possible to convert to 1978 norms.

b. districtwide median percentile scores for each grade for those students who took the STEP tests in each of the past two, three, and four years.

Note on Scores for Students Tested in Each of the Last Two, Three, and Four Years.

Median percentile scores for students tested in each of the past two, three, and four years were computed by matching student numbers on the 1981-82 STEP test file with the identical numbers on the previous years' files. The following conditions had to be met in order to be included in these analyses:

1. The student took all STEP tests given in each year.
2. The student's grade level increased by one each year.
3. The student was not classified LEP A or B for 1981-82.
4. If a special education student, the student did not receive more than three hours of special education services per day in 1981-82, did not take the test for experience only, or was exempted from testing by the ARD Committee but took the test.

Results

Evaluation Question D1-2: How did AISD high school students perform in 1981-82:

a) compared to the 1970 nationwide norming sample?

b) compared to the 1978 STEP III nationwide norming sample?

c) compared grade by grade?

d) compared to previous years' achievement scores?

The districtwide median percentile scores for each skills test of the STEP administered in 1981-82 are provided in Attachment D-27, compared to both the 1970 and 1978 norming samples. Inspection of this attachment reveals:

Compared to 1970 Norms:

1. AISD achievement is below the 1970 national average in all areas except Math Basic Concepts at grades 11 and 12.

2. Mechanics of Writing is the weakest area in AISD at grades 9-12.

3. There is a general tendency for the median percentile scores to increase from the 9th to the 12th grade.

4. Achievement changed very little from last year. Reading scores improved one to four percentile points in grades 9-11, but dropped two percentile points in grade 12. Math Basic Concepts scores remained the same in grades 10 and 12 and increased slightly in grades 9 and 11. Math Computation scores were one percentile point lower at each grade.

5. Over the last five years achievement has been relatively stable, though most of the changes are in a downward direction.

   - Reading has declined one to five percentile points at each grade.
   - Math achievement is virtually the same with most changes being increases of one percentile point.
   - Mechanics of Writing has increased one or two percentile points at each grade.
   - Science scores have fallen one to three percentile points at each grade.

Compared to 1978 Norms:

1. AISD students scored above average in every test administered this year, compared to the 1978 norm group.

2. Math Computation and Math Basic Concepts are areas of strength.

3. Reading is the lowest area of achievement in grades 9-12.

The percentage of AISD students who scored in various percentile rank ranges, based on both 1970 and 1978 norms, are listed in Attachment D-28.

- The general tendency is for AISD to have a greater proportion of students in the lowest decile, quartile, and lower half of the percentile score scale than the 1970 norm group. When compared to the 1978 norming sample AISD has fewer students in those ranges and more in the upper ranges.

Attachment D-29 provides the percentage of students scoring in selected percentile ranges over the last three years (compared to 1970 norms) in reading and math.

- More students in grade 12 are scoring in the lowest 25 percentiles than in 1979-80 and fewer in the highest 25 percentiles. Other grades are about the same over the past two years, with a trend toward slightly fewer students scoring in the lowest and highest ranges in both reading and math.

Another way of analyzing student achievement is to consider STEP scores for students who were tested on the STEP every year for the past four years. These scores represent the same students as they progress through high school. Attachment D-30 shows these comparisons in Reading, for the 1981-82 senior, junior, and sophomore classes. The 1981-82 Achievement Profiles (Publication Number 81.74) provide comparisons for all tests administered in 1981-82. Examination of this attachment indicates that students' scores generally decrease as they progress through school and that each succeeding group of students in a particular grade is scoring lower on the STEP.

Evaluation Question D3-1: What was the impact of the ARD Committee's determination of inclusion/exclusion of special education students in standardized testing in terms of:

a) the number of special education students exempted from/included in testing in 1981-82, compared to previous years?

b) the percentage of non-exempt special education students who were tested compared to the percentage of regular students who were tested?

The number of special education students tested in 1981-82 compared to 1980-81 is listed in Attachment D-31.

- More special education students were tested in 1981-82 than the previous year, with a subsequent rise in the percentage of students tested but not included in District or school summary reports.

Miscellaneous Results

Impact of Retainees

More students were retained at the end of the 1980-81 school year than in previous years. Most retainees were in grades 1, 7, and 9. Attachment D-32 shows the impact of these retainees on the STEP scores in reading and math.

- Ninth-grade achievement is lowered by one percentile point in reading and math.

- Math Computation scores are elevated in grades 10-12, and Math Basic Concepts in grade 11.

Number of Students Taking the STEP

The number of high school students taking at least one STEP test in 1981-82 was as follows:

Grade	5th 6-Week Membership		Number of Students Taking at Least 1 Test		% of Membership	
	1981	1982	1981	1982	1981	1982
9	4,402	4,648	4,177	4,405	94.9	94.8
10	4,126	3,606	3,886	3,409	94.2	94.5
11	3,660	3,459	3,474	3,293	94.9	95.2
12	3,107	3,094	2,966	2,942	95.5	95.1
Total	15,295	14,807	14,503	14,049	94.9	94.9

Changes in Composition of Student Population

Besides achievement, changes in enrollment and in the proportion of students tested represented by each ethnic group can influence yearly changes in districtwide achievement levels. Attachment D-33 provides the percent of students taking the STEP reading test by ethnicity over the past three years.

- The percent of Other students has declined in grades 9-12 since 1980.
- The percent of Black and Hispanic students taking the STEP has increased.
- The total number of students tested has declined in grades 9-11 since 1980, but risen at grade 12.

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
Part II
Low SES and Minority Student Achievement

Purpose

Part II of the STEP appendix provides information relevant to the following decision and evaluation questions from the 1981-82 Low SES and Minority Student Achievement Evaluation Design:

> Decision Question 1: Based on the data from the 1981-82 school year, should the third year of the five-year priorities plan for improvement of achievement of low socioeconomic status and minority students be implemented as planned?
>
> > Evaluation Question D1-2: How did AISD high school students, by ethnic group, perform in 1981-82 compared to:
> >
> > a) each of the other echnic groups?
> > b) the 1970 nationwide norming sample?
> > c) the 1978 STEP III nationwide norming sample?
> > d) previous years' achievement scores?
> >
> > Evaluation Question D1-3: What percent of each ethnic group achieved at or above the national average, at or below the 25th %ile, and at or above the 75th %ile?
> >
> > Evaluation Question D1-4: How do the achievement scores of AISD students who were tested in each of the past three (ITBS) or four (STEP) years, by ethnicity, compare to the scores for all students tested in those years?
> >
> > Evaluation Question D1-5: How did AISD students from low-income families, by ethnic group, perform in 1981-82 compared to:
> >
> > a) AISD students from high-income families?
> > b) low-income students from previous years?

Procedure

Data Collection

The procedures followed during the administration of the STEP to all AISD high school students, including low SES and minority students, have been described in Part I of the STEP appendix.

Analyses

AISD Median Scores by Ethnicity

Median percentile scores for each skills area on the STEP administered in 1981-82 were computed for Hispanic, Black and Anglo/Other students. This was done separately for each of grades 9 through 12, for each of the last five school years (1977-78 through 1981-82).

In addition, the percentages of students who scored in each of six percentile ranges on the STEP were computed for grades 9-12 for Hispanic, Black, and Anglo/Other students.

AISD Median Scores by Free or Reduced-Price Lunch Status

Median percentile scores for Reading, Math Basic Concepts, and Math Computation were calculated on the basis of free or reduced-price lunch status. This was computed for Hispanic, Black, Anglo/Other students separately for each of grades 9 through 12. Students were eligible for free or reduced-price lunch by the following criteria for the 1981-82 school year.

Status	Family Size	Family Annual Income
Free Lunch	1	$ 0 - 5,600
	2	0 - 7,400
	3	0 - 9,190
	4	0 - 10,990
	5	0 - 12,780
	6	0 - 14,570
	7	0 - 16,370
	8	0 - 18,160
Reduced-Price Lunch	1	5,600 - 7,970
	2	7,400 - 10,530
	3	9,190 - 13,080
	4	10,990 - 15,630
	5	12,780 - 18,190
	6	14,570 - 20,740
	7	16,370 - 23,290
	8	18,160 - 25,840

The following students were removed from the file prior to calculating the median percentiles by lunch status and ethnicity:

a) Students with a special circumstances code for the test in question.

b) LEP A and B students.

c) Students who received more than three hours of special education services per day or who took the test for experience only.

Results

Evaluation Question D1-2: How did AISD high school students, by ethnicity group, perform in 1981-82 compared to:

a) each of the other ethnic groups?

b) the 1970 nationwide norming sample?

c) the 1978 STEP II nationwide norming sample?

d) previous years' achievement scores?

Attachment D-27 presents the AISD median STEP percentiles scores, by ethnicity, for 1977-78 through 1981-82, based on both the 1970 and 1978 STEP norms. Since there are no reported norms for the various ethnic groups in the national standardization samples, all medians will need to be compared to a national median of 50.

Compared to 1970 Norms:

- Minority student achievement is below the national average on all tests at all grades.
- Median percentile scores for Hispanic and Black students in AISD have improved slightly since 1977-78 and since last year in most areas.
- Hispanic students generally outscore Black students.

Compared to 1978 Norms:

- Black and Hispanic student achievement is below the national average at all grades in all areas, except Math Computation at grades 10 and 11 for Hispanics.

Evaluation Question D1-3: What percent of each ethnic group achieved at or above the national average, at or below the 25th %ile, and at or above the 75th %ile?

The percent of students scoring in various STEP percentile ranges (1970 and 1978 norms) in 1981-82 is shown in Attachment D-28. Attachment D-29 provides the percent of students scoring in selected ranges in reading and math since 1979-80.

These attachments reveal:

Compared to 1970 Norms:

- AISD has a greater percentage of its Black and Hispanic students scoring in the lower decile, quartile, and half of the percentile ranges than in the national sample. AISD generally has a greater percentage of its Anglo/Other students scoring in the upper decile, quartile, and half of the percentile ranges than in the norm group.
- The proportion of Black, Hispanic, and Anglo/Other students scoring in the upper and lower reading and math percentile ranges has been fairly consistent since 1979-80.

Compared to 1978 Norms:

- A smaller percentage of AISD Black and Hispanic students score in the lower decile, quartile, and half of the percentile ranges than in comparison with the 1970 norms, but still a greater percentage than in the nationwide sample.
- A greater percentage of Hispanic students score in the upper half and quartile in Math Computation at grades 10 and 11 than in the national sample, and in Mechanics of Writing at grade 11.

A complete comparison of the percentage of students scoring in various percentile ranges, by school and District, can be found in the 1981-82 Achievement Profiles (Publication Number 81.74).

Evaluation Question D1-4: How do the achievement scores of AISD students who were tested in each of the past three (ITBS) or four (STEP) years, by ethnicity, compare to the scores for all students tested in those years?

The longitudinal summary of STEP Reading scores for 1981-82 students is presented in Attachment D-30. Comparison of this attachment with median scores for all students tested in the past four years (Attachment D-27) reveals:

- Students who were continuously enrolled in AISD scored higher in Reading than the median for all students tested, for the total group and by ethnicity.

This same pattern exists in the other test areas, which may be found in the achievement profiles for 1981-82 (Publication Number 81.74).

Evaluation Question D1-5: How did AISD students from low-income families, by ethnic group, perform in 1981-82 compared to:

a) AISD students from high-income families?

b) low-income students from previous years?

The median percentile for AISD students on the STEP in 1981-82 by lunch status, ethnicity, and grade are shown in Attachment D-34.

- Hispanic students qualified for the free or reduced-price lunch program achieved at a higher level than Black students qualified for the program in both reading and math at grades 9-12.
- Hispanics not qualified for the program achieved at a higher level than Black students not qualified for the program, except in reading at grade 10.
- Anglo/Other students who qualified for the free or reduced-price lunch program achieved higher than Black and Hispanic students not qualified for the program in both reading and math at grades 9-12.
- These same pattern of achievement were found last year (see Publication Number 80.39, Appendix D).

Although students qualified for the free or reduced-price lunch program may come from families with the same relative income level, there may be several factors between groups of students which may account for differences in achievement of ethnic groups at that income level. For example, years of education of the head of the family has been associated with achievement level in numerous studies. It is urged that comparisons of Anglo and minority student achievement based upon income be made with caution, taking into consideration the fact that some Anglo students qualified for free or reduced-price lunch are actually children of low-income university students.

Miscellaneous Results

Correlation Between Lunch Status and Achievement

The correlation between lunch status and achievement in reading and math on the STEP in 1981-82 is presented in Attachment D-34.

- Highest correlation is between SES and reading achievement for 9th grade Hispanic students (.3075).
- Lowest correlations are for Anglo/Other students in math.
- Generally higher correlations are found between SES and math achievement for Hispanics than for Blacks.

- Correlations are lower for math than reading for all ethnicities at grades 9-11.
- The correlation between Math Basic Concepts and SES is higher than between Reading and SES for both Black and Hispanic students at grade 12.

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
Part III
District Summary Skills Analyses

Districtwide summary skills analyses for the various grade levels are presented on the following pages. For each content area the number of items and the average percent correct for AISD and the 1970 national norm group are presented.

The following summaries are provided:

- Forms A and B Districtwide
- Form A Districtwide
- Form B Districtwide

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SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
ADMINISTRATIVE SUMMARY - SKILLS ANALYSIS

FORMS A AND B: DISTRICTWIDE   GRADE: 09   MONTH & YEAR OF TEST: 4/82   (LEP A AND B AND SPEC ED STUDENTS > 3 HOURS NOT INCLUDED)

SKILLS AREA:	NO. ITEMS (FORM A)	NO. ITEMS (FORM B)	AVERAGE PCT. CORRECT	AVERAGE PCT. CORRECT (NORM GROUP) (FORMS A & B)
READING--------------------	60	60	50%	54%
VOCABULARY (CONTEXT)	30	30	60%	64%
COMPREHENSION	30	30	40%	45%
MAIN IDEA	4	1	36%	44%
DETAILS	5	11	42%	49%
CHARACTER ANALYSIS	4	1	45%	48%
DRAWING CONCLUSIONS & MAKING INFERENCES	16	14	39%	43%
TONE & MOOD	3	2	40%	47%
MECHANICS OF WRITING-------	90	90	47%	55%
SPELLING	45	45	47%	55%
INITIAL	6	2	36%	44%
MEDIAL	12	10	48%	56%
FINAL	23	22	48%	55%
CONSONANTS (DOUBLING)	4	11	45%	55%
CAPITALIZATION	15	15	50%	60%
PUNCTUATION	30	30	44%	52%
APOSTROPHE	10	6	50%	62%
COMMA	10	14	39%	45%
UNNECESSARY PUNCTUATION	7	9	46%	55%
PUNCTUATION WITHIN QUOTATIONS	3	1	43%	49%
ENGLISH EXPRESSION---------	65	65		
CORRECTNESS	40	40		
AGREEMENT/CASE	8	10		
COMPARISON	1	2		
VERB FORMS	3	6		
GENERAL USAGE	20	13		
NO ERROR	8	9		
EFFECTIVENESS	25	25		
MODIFIER PLACEMENT	4	4		
CLAUSES	5	5		
PHRASES	7	10		
PARALLELISM	4	4		
COMPARISON	5	2		

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SKILLS AREA:	NO. ITEMS (FORM A)	NO. ITEMS (FORM B)	AVERAGE PCT. CORRECT	AVERAGE PCT. CORRECT (NORM GROUP) (FORMS A & B)
SOCIAL STUDIES-------------	70	70		
ORGANIZING INFORMATION	6	9		
INTERPRETING INFORMATION	28	30		
POLITICAL SCIENCE	5	7		
SOCIOLOGY & ANTHROP.	6	0		
ECONOMICS	2	3		
HISTORY	9	14		
GEOGRAPHY	6	6		
EVALUATING INFORMATION	36	31		
POLITICAL SCIENCE	8	6		
SOCIOLOGY & ANTHROP.	5	4		
ECONOMICS	7	11		
HISTORY	9	7		
GEOGRAPHY	7	3		
SCIENCE--------------------	75	75	44%	49%
SKILLS	75	75	44%	49%
KNOWLEDGE	12	14	42%	50%
COMPREHENSION	15	11	49%	53%
APPLICATION	40	45	43%	46%
HIGHER LEVEL SKILLS	8	5	54%	59%
CONTENT				
BIOLOGY	31	31	45%	54%
CHEMISTRY	13	14	34%	38%
PHYSICS	19	19	42%	45%
EARTH SCIENCES	12	12	46%	55%
MATH COMPUTATION------------	60	60	43%	56%
WHOLE NUMBERS	7	9	68%	74%
FRACTIONS	14	13	51%	62%
DECIMALS & PERCENTS	22	18	45%	52%
DENOMINATE NUMBERS	6	4	37%	47%
ELEM. ALGEBRATIC MANIPS.	11	16	41%	49%
MATH BASIC CONCEPTS----------	50	50	43%	50%
RECALL FACTS &/OR PERFORM MATH MANIPS.	17	16	42%	49%
DEMON. COMPREHENSION OF MATH CONCEPTS	23	27	47%	54%
EXERCISE INGENUITY OR HIGHER MENTAL PROCESSES	10	7	35%	44%

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SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
ADMINISTRATIVE SUMMARY - SKILLS ANALYSIS

FORMS A AND B: DISTRICTWIDE   GRADE: 10   MONTH & YEAR OF TEST: 4/82   (LEP A AND B AND SPEC ED STUDENTS > 3 HOURS NOT INCLUDED)

SKILLS AREA:	NO. ITEMS (FORM A)	NO. ITEMS (FORM B)	AVERAGE PCT. CORRECT	AVERAGE PCT. CORRECT (NORM GROUP) (FORMS A & B)
READING--------------------	60	60	56%	58%
VOCABULARY (CONTEXT)	30	30	67%	69%
COMPREHENSION	30	30	46%	47%
MAIN IDEA	4	1	41%	43%
DETAILS	5	11	50%	52%
CHARACTER ANALYSIS	4	1	49%	51%
DRAWING CONCLUSIONS & MAKING INFERENCES	16	14	44%	46%
TONE & MOOD	3	2	46%	48%
MECHANICS OF WRITING-------	90	90	52%	55%
SPELLING	45	45	53%	59%
INITIAL	6	2	41%	47%
MEDIAL	12	10	54%	55%
FINAL	23	22	53%	59%
CONSONANTS (DOUBLING)	4	11	52%	59%
CAPITALIZATION	15	15	55%	64%
PUNCTUATION	30	30	49%	55%
APOSTROPHE	10	6	55%	66%
COMMA	10	14	43%	47%
UNNECESSARY PUNCTUATION	7	9	50%	56%
PUNCTUATION WITHIN QUOTATIONS	3	1	47%	48%
ENGLISH EXPRESSION----------	65	65		
CORRECTNESS	40	40		
AGREEMENT/CASE	8	10		
COMPARISON	1	2		
VERB FORMS	3	6		
GENERAL USAGE	20	13		
NO ERROR	8	9		
EFFECTIVENESS	25	25		
MODIFIER PLACEMENT	4	4		
CLAUSES	5	5		
PHRASES	7	10		
PARALLELISM	4	4		
COMPARISON	5	2		

SKILLS AREA:	NO. ITEMS (FORM A)	NO. ITEMS (FORM B)	AVERAGE PCT. CORRECT	AVERAGE PCT. CORRECT (NORM GROUP) (FORMS A & B)
SOCIAL STUDIES-------------	70	70		
ORGANIZING INFORMATION	6	9		
INTERPRETING INFORMATION	28	30		
POLITICAL SCIENCE	5	7		
SOCIOLOGY & ANTHROP.	6	0		
ECONOMICS	2	3		
HISTORY	9	14		
GEOGRAPHY	6	6		
EVALUATING INFORMATION	36	31		
POLITICAL SCIENCE	8	6		
SOCIOLOGY & ANTHROP.	5	4		
ECONOMICS	7	11		
HISTORY	9	7		
GEOGRAPHY	7	3		
SCIENCE--------------------	75	75	50%	52%
SKILLS	75	75	50%	52%
KNOWLEDGE	12	14	48%	53%
COMPREHENSION	15	11	55%	56%
APPLICATION	40	45	47%	50%
HIGHER LEVEL SKILLS	8	5	60%	62%
CONTENT				
BIOLOGY	31	31	56%	58%
CHEMISTRY	13	14	37%	41%
PHYSICS	19	19	46%	47%
EARTH SCIENCES	12	12	51%	56%
MATH COMPUTATION------------	60	60	49%	58%
WHOLE NUMBERS	7	9	75%	76%
FRACTIONS	14	13	57%	64%
DECIMALS & PERCENTS	22	18	51%	53%
DENOMINATE NUMBERS	6	4	41%	51%
ELEM. ALGEBRAIC MANIPS.	11	16	50%	51%
MATH BASIC CONCEPTS---------	50	50	49%	50%
RECALL FACTS &/OR PERFORM MATH MANIPS.	17	16	47%	49%
DEMON. COMPREHENSION OF MATH CONCEPTS	23	27	53%	53%
EXERCISE INGENUITY OR HIGHER MENTAL PROCESSES	10	7	41%	45%

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SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
ADMINISTRATIVE SUMMARY - SKILLS ANALYSIS

FORMS A AND B: DISTRICTWIDE GRADE: 11 MONTH & YEAR OF TEST: 4/82 (LEP A AND B AND SPEC ED STUDENTS > 3 HOURS NOT INCLUDED)

SKILLS AREA:	NO. ITEMS (FORM A)	NO. ITEMS (FORM B)	AVERAGE PCT. CORRECT	AVERAGE PCT. CORRECT (NORM GROUP) (FORMS A & B)
READING-------------------	[illegible]0	60	62%	64%
VOCABULARY (CONTEXT)	30	30	72%	75%
COMPREHENSION	30	30	51%	54%
MAIN IDEA	4	1	47%	52%
DETAILS	5	11	55%	59%
CHARACTER ANALYSIS	4	1	55%	56%
DRAWING CONCLUSIONS & MAKING INFERENCES	16	14	50%	53%
TONE & MOOD	3	2	52%	57%
MECHANICS OF WRITING-------	90	90	57%	59%
SPELLING	45	45	58%	59%
INITIAL	6	2	46%	49%
MEDIAL	12	10	58%	60%
FINAL	23	22	58%	58%
CONSONANTS (DOUBLING)	4	11	59%	61%
CAPITALIZATION	15	15	61%	64%
PUNCTUATION	30	30	54%	57%
APOSTROPHE	10	6	61%	68%
COMMA	10	14	49%	49%
UNNECESSARY PUNCTUATION	7	9	55%	58%
PUNCTUATION WITHIN QUOTATIONS	3	1	52%	51%
ENGLISH EXPRESSION---------	65	65		
CORRECTNESS	40	40		
AGREEMENT/CASE	8	10		
COMPARISON	1	2		
VERB FORMS	3	6		
GENERAL USAGE	20	13		
NO ERROR	8	9		
EFFECTIVENESS	25	25		
MODIFIER PLACEMENT	4	4		
CLAUSES	5	5		
PHRASES	7	10		
PARALLELISM	4	4		
COMPARISON	5	2		

SKILLS AREA:	NO. ITEMS (FORM A)	NO. ITEMS (FORM B)	AVERAGE PCT. CORRECT	AVERAGE PCT. CORRECT (NORM GROUP) (FORMS A & B)
SOCIAL STUDIES-------------	70	70		
ORGANIZING INFORMATION	6	9		
INTERPRETING INFORMATION	28	30		
POLITICAL SCIENCE	5	7		
SOCIOLOGY & ANTHROP.	6	0		
ECONOMICS	2	3		
HISTORY	9	14		
GEOGRAPHY	6	6		
EVALUATING INFORMATION	36	31		
POLITICAL SCIENCE	8	6		
SOCIOLOGY & ANTHROP.	5	4		
ECONOMICS	7	11		
HISTORY	9	7		
GEOGRAPHY	7	3		
SCIENCE-------------------	75	75	54%	55%
SKILLS	75	75	54%	55%
KNOWLEDGE	12	14	51%	55%
COMPREHENSION	15	11	60%	59%
APPLICATION	40	45	52%	53%
HIGHER LEVEL SKILLS	8	5	64%	65%
CONTENT				
BIOLOGY	31	31	60%	60%
CHEMISTRY	13	14	42%	46%
PHYSICS	19	19	50%	52%
EARTH SCIENCES	12	12	55%	59%
MATH COMPUTATION------------	60	60	53%	62%
WHOLE NUMBERS	7	9	78%	78%
FRACTIONS	14	13	63%	66%
DECIMALS & PERCENTS	22	18	56%	58%
DENOMINATE NUMBERS	6	4	47%	57%
ELEM. ALGEBRATIC MANIPS.	11	16	56%	56%
MATH BASIC CONCEPTS---------	50	50	54%	53%
RECALL FACTS &/OR PERFORM MATH MANIPS.	17	16	52%	51%
DEMON. COMPREHENSION OF MATH CONCEPTS	23	27	58%	57%
EXERCISE INGENUITY OR HIGHER MENTAL PROCESSES	10	7	46%	47%

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
ADMINISTRATIVE SUMMARY - SKILLS ANALYSIS

FORMS A AND B: DISTRICTWIDE GRADE: 12 MONTH & YEAR OF TEST: 4/82 (LEP A AND B AND SPEC ED STUDENTS > 3 HOURS NOT INCLUDED)

SKILLS AREA:	NO. ITEMS (FORM A)	NO. ITEMS (FORM B)	AVERAGE PCT. CORRECT	AVERAGE PCT. CORRECT (NORM GROUP) (FORMS A & B)
READING-------------------	60	60	64%	66%
VOCABULARY (CONTEXT)	30	30	75%	77%
COMPREHENSION	30	30	53%	56%
MAIN IDEA	4	1	48%	50%
DETAILS	5	11	58%	61%
CHARACTER ANALYSIS	4	1	56%	57%
DRAWING CONCLUSIONS & MAKING INFERENCES	16	14	52%	54%
TONE & MOOD	3	2	54%	55%
MECHANICS OF WRITING-------	90	90	59%	64%
SPELLING	45	45	60%	63%
INITIAL	6	2	48%	56%
MEDIAL	12	10	60%	64%
FINAL	23	22	60%	63%
CONSONANTS (DOUBLING)	4	11	63%	65%
CAPITALIZATION	15	15	63%	69%
PUNCTUATION	30	30	56%	61%
APOSTROPHE	10	6	62%	70%
COMMA	10	14	51%	55%
UNNECESSARY PUNCTUATION	7	9	58%	62%
PUNCTUATION WITHIN QUOTATIONS	3	1	54%	50%
ENGLISH EXPRESSION---------	65	65		
CORRECTNESS	40	40		
AGREEMENT/CASE	8	10		
COMPARISON	1	2		
VERB FORMS	3	6		
GENERAL USAGE	20	13		
NO ERROR	8	9		
EFFECTIVENESS	25	25		
MODIFIER PLACEMENT	4	4		
CLAUSES	5	5		
PHRASES	7	10		
PARALLELISM	4	4		
COMPARISON	5	2		

SKILLS AREA:	NO. ITEMS (FORM A)	NO. ITEMS (FORM B)	AVERAGE PCT. CORRECT	AVERAGE PCT. CORRECT (NORM GROUP) (FORMS A & B)
SOCIAL STUDIES-------------	70	70		
ORGANIZING INFORMATION	6	5		
INTERPRETING INFORMATION	28	30		
POLITICAL SCIENCE	5	7		
SOCIOLOGY & ANTHROP.	6	0		
ECONOMICS	2	3		
HISTORY	9	14		
GEOGRAPHY	6	6		
EVALUATING INFORMATION	36	31		
POLITICAL SCIENCE	8	6		
SOCIOLOGY & ANTHROP.	5	4		
ECONOMICS	7	11		
HISTORY	9	7		
GEOGRAPHY	7	3		
SCIENCE--------------------	75	75	55%	56%
SKILLS	75	75	55%	56%
KNOWLEDGE	12	14	52%	57%
COMPREHENSION	15	11	61%	62%
APPLICATION	40	45	53%	53%
HIGHER LEVEL SKILLS	8	5	65%	65%
CONTENT				
BIOLOGY	31	31	62%	61%
CHEMISTRY	13	14	43%	45%
PHYSICS	19	19	50%	52%
EARTH SCIENCES	12	12	56%	61%
MATH COMPUTATION------------	60	60	54%	61%
WHOLE NUMBERS	7	9	79%	76%
FRACTIONS	14	13	63%	68%
DECIMALS & PERCENTS	22	18	57%	59%
DENOMINATE NUMBERS	6	4	50%	55%
ELEM. ALGEBRAIC MANIPS.	11	16	56%	53%
MATH BASIC CONCEPTS---------	50	50	56%	53%
RECALL FACTS &/OR PERFORM MATH MANIPS.	17	16	54%	52%
DEMON. COMPREHENSION OF MATH CONCEPTS	23	27	60%	56%
EXERCISE INGENUITY OR HIGHER MENTAL PROCESSES	10	7	47%	45%

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
ADMINISTRATIVE SUMMARY - SKILLS ANALYSIS

FORM "A" ONLY: DISTRICTWIDE GRADE: 09 MONTH & YEAR OF TEST: 4/82 (LEP A AND B AND SPEC ED STUDENTS > 3 HOURS NOT INCLUDED)

81.24

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SKILLS AREA:	NO. ITEMS (FORM A)	NO. ITEMS (FORM B)	AVERAGE PCT. CORRECT	AVERAGE PCT. CORRECT (NORM GROUP)
READING	60	--	49%	55%
VOCABULARY (CONTEXT)	30	--	58%	66%
COMPREHENSION	30	--	39%	44%
MAIN IDEA	4	--	41%	44%
DETAILS	5	--	46%	53%
CHARACTER ANALYSIS	4	--	35%	39%
DRAWING CONCLUSIONS & MAKING INFERENCES	16	--	38%	43%
TONE & MOOD	3	--	33%	38%
MECHANICS OF WRITING	90	--	45%	53%
SPELLING	45	--	45%	52%
INITIAL	6	--	36%	45%
MEDIAL	12	--	48%	54%
FINAL	23	--	48%	53%
CONSONANTS (DOUBLING)	4	--	34%	46%
CAPITALIZATION	15	--	52%	63%
PUNCTUATION	30	--	42%	49%
APOSTROPHE	10	--	46%	56%
COMMA	10	--	36%	41%
UNNECESSARY PUNCTUATION	7	--	42%	48%
PUNCTUATION WITHIN QUOTATIONS	3	--	46%	56%
ENGLISH EXPRESSION	65	--		
CORRECTNESS	40	--		
AGREEMENT/CASE	8	--		
COMPARISON	1	--		
VERB FORMS	3	--		
GENERAL USAGE	20	--		
NO ERROR	8	--		
EFFECTIVENESS	25	--		
MODIFIER PLACEMENT	4	--		
CLAUSES	5	--		
PHRASES	7	--		
PARALLELISM	4	--		
COMPARISON	5	--		

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SKILLS AREA:	NO. ITEMS (FORM A)	NO. ITEMS (FORM B)	AVERAGE PCT. CORRECT	AVERAGE PCT. CORRECT (NORM GROUP)
SOCIAL STUDIES	70	--		
ORGANIZING INFORMATION	6	--		
INTERPRETING INFORMATION	28	--		
POLITICAL SCIENCE	5	--		
SOCIOLOGY & ANTHROP.	6	--		
ECONOMICS	2	--		
HISTORY	9	--		
GEOGRAPHY	6	--		
EVALUATING INFORMATION	36	--		
POLITICAL SCIENCE	8	--		
SOCIOLOGY & ANTHROP.	5	--		
ECONOMICS	7	--		
HISTORY	9	--		
GEOGRAPHY	7	--		
SCIENCE	75	--	43%	48%
SKILLS	75	--	43%	48%
KNOWLEDGE	12	--	39%	46%
COMPREHENSION	15	--	43%	47%
APPLICATION	40	--	43%	48%
HIGHER LEVEL SKILLS	8	--	51%	54%
CONTENT		--		
BIOLOGY	31	--	48%	52%
CHEMISTRY	13	--	34%	38%
PHYSICS	19	--	40%	44%
EARTH SCIENCES	12	--	46%	54%
MATH COMPUTATION	60	--	47%	54%
WHOLE NUMBERS	7	--	73%	77%
FRACTIONS	14	--	47%	58%
DECIMALS & PERCENTS	22	--	43%	49%
DENOMINATE NUMBERS	6	--	39%	46%
ELEM. ALGEBRAIC MANIPS.	11	--	41%	46%
MATH BASIC CONCEPTS	50	--	42%	46%
RECALL FACTS &/OR PERFORM MATH MANIPS.	17	--	37%	41%
DEMON. COMPREHENSION OF MATH CONCEPTS	23	--	51%	54%
EXERCISE INGENUITY OR HIGHER MENTAL PROCESSES	10	--	31%	34%

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SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
ADMINISTRATIVE SUMMARY - SKILLS ANALYSIS

FORM "A" ONLY: DISTRICTWIDE   GRADE: 10   MONTH & YEAR OF TEST: 4/82   (LEP A AND B AND SPEC ED STUDENTS > 3 HOURS NOT INCLUDED)

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SKILLS AREA:	NO. ITEMS (FORM A)	NO. ITEMS (FORM B)	AVERAGE PCT. CORRECT	AVERAGE PCT. CORRECT (NORM GROUP)
READING-------------------	60	--	55%	63%
VOCABULARY (CONTEXT)	30	--	65%	71%
COMPREHENSION	30	--	45%	49%
MAIN IDEA	4	--	47%	50%
DETAILS	5	--	53%	58%
CHARACTER ANALYSIS	4	--	38%	44%
DRAWING CONCLUSIONS & MAKING INFERENCES	16	--	44%	48%
TONE & MOOD	3	--	40%	45%
MECHANICS OF WRITING-------	90	--	50%	58%
SPELLING	45	--	50%	57%
INITIAL	6	--	41%	49%
MEDIAL	12	--	53%	60%
FINAL	23	--	53%	60%
CONSONANTS (DOUBLING)	4	--	40%	49%
CAPITALIZATION	15	--	57%	67%
PUNCTUATION	30	--	46%	54%
APOSTROPHE	10	--	51%	62%
COMMA	10	--	40%	45%
UNNECESSARY PUNCTUATION	7	--	46%	51%
PUNCTUATION WITHIN QUOTATIONS	3	--	51%	59%
ENGLISH EXPRESSION---------	65	--		
CORRECTNESS	40	--		
AGREEMENT/CASE	8	--		
COMPARISON	1	--		
VERB FORMS	3	--		
GENERAL USAGE	20	--		
NO ERROR	8	--		
EFFECTIVENESS	25	--		
MODIFIER PLACEMENT	4	--		
CLAUSES	5	--		
PHRASES	7	--		
PARALLELISM	4	--		
COMPARISON	5	--		

SKILLS AREA:	NO. ITEMS (FORM A)	NO. ITEMS (FORM B)	AVERAGE PCT. CORRECT	AVERAGE PCT. CORRECT (NORM GROUP)
SOCIAL STUDIES------------	70	--		
ORGANIZING INFORMATION	6	--		
INTERPRETING INFORMATION	28	--		
POLITICAL SCIENCE	5	--		
SOCIOLOGY & ANTHROP.	6	--		
ECONOMICS	2	--		
HISTORY	9	--		
GEOGRAPHY	6	--		
EVALUATING INFORMATION	36	--		
POLITICAL SCIENCE	8	--		
SOCIOLOGY & ANTHROP.	5	--		
ECONOMICS	7	--		
HISTORY	9	--		
GEOGRAPHY	7	--		
SCIENCE-------------------	75	--	49%	53%
SKILLS	75	--	49%	53%
KNOWLEDGE	12	--	46%	52%
COMPREHENSION	15	--	49%	51%
APPLICATION	40	--	48%	53%
HIGHER LEVEL SKILLS	8	--	57%	59%
CONTENT		--		
BIOLOGY	31	--	55%	60%
CHEMISTRY	13	--	38%	42%
PHYSICS	19	--	45%	47%
EARTH SCIENCES	12	--	50%	57%
MATH COMPUTATION-----------	60	--	53%	56%
WHOLE NUMBERS	7	--	79%	79%
FRACTIONS	14	--	53%	60%
DECIMALS & PERCENTS	22	--	49%	50%
DENOMINATE NUMBERS	6	--	44%	50%
ELEM. ALGEBRATIC MANIPS.	11	--	49%	49%
MATH BASIC CONCEPTS---------	50	--	47%	48%
RECALL FACTS &/OR PERFORM MATH MANIPS.	17	--	42%	43%
DEMON. COMPREHENSION OF MATH CONCEPTS	23	--	56%	56%
EXERCISE INGENUITY OR HIGHER MENTAL PROCESSES	10	--	35%	37%

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                                   SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
                                   ADMINISTRATIVE SUMMARY - SKILLS ANALYSIS

 FORM "A" ONLY: DISTRICTWIDE     GRADE: 11   MONTH & YEAR OF TEST: 4/82   (LEP A AND B AND SPEC ED STUDENTS > 3 HOURS NOT INCLUDED)

                             NO.     NO.    AVERAGE   AVERAGE     *                                    NO.      NO.    AVERAGE     AVERAGE
                           ITEMS   ITEMS      PCT.  PCT. CORRECT  *                                  ITEMS    ITEMS      PCT.  PCT. CORRECT
 SKILLS AREA:           (FORM A) (FORM B)  CORRECT (NORM GROUP)  *  SKILLS AREA:                    (FORM A) (FORM B)  CORRECT (NORM GROUP)
                                                                *
 READING-------------------  60      --       61%       65%    *  SOCIAL STUDIES-------------- 70      --
                                     --                        *
    VOCABULARY (CONTEXT)     30      --       70%       75%    *    ORGANIZING INFORMATION      6      --
                                     --                        *
    COMPREHENSION            30      --       51%       55%    *    INTERPRETING INFORMATION   28      --
      MAIN IDEA               4      --       53%       53%    *      POLITICAL SCIENCE         5      --
      DETAILS                 5      --       59%       65%    *      SOCIOLOGY & ANTHROP.      6      --
      CHARACTER ANALYSIS      4      --       44%       48%    *      ECONOMICS                 2      --
      DRAWING CONCLUSIONS &  16      --       50%       54%    *      HISTORY                   9      --
        MAKING INFERENCES            --                        *      GEOGRAPHY                 6      --
      TONE & MOOD             3      --       46%       53%    *                                     --
                                     --                        *    EVALUATING INFORMATION     36      --
                                     --                        *      POLITICAL SCIENCE         8      --
 MECHANICS OF WRITING------  90      --       56%       60%    *      SOCIOLOGY & ANTHROP.      5      --
                                     --                        *      ECONOMICS                 7      --
    SPELLING                 45      --       56%       60%    *      HISTORY                   9      --
      INITIAL                 6      --       47%       53%    *      GEOGRAPHY                 7      --
      MEDIAL                 12      --       57%       62%    *                                     --
      FINAL                  23      --       59%       62%    *                                     --
      CONSONANTS (DOUBLING)   4      --       47%       53%    *  SCIENCE--------------------- 75      --       53%        55%
                                     --                        *                                     --
    CAPITALIZATION           15      --       64%       65%    *    SKILLS                     75      --       53%        55%
    PUNCTUATION              30      --       51%       56%    *      KNOWLEDGE                12      --       50%        54%
      APOSTROPHE             10      --       57%       65%    *      COMPREHENSION            15      --       53%        53%
      COMMA                  10      --       45%       46%    *      APPLICATION              40      --       53%        55%
      UNNECESSARY PUNCTUATION 7      --       50%       54%    *      HIGHER LEVEL SKILLS       8      --       61%        62%
      PUNCTUATION WITHIN      3      --       56%       55%    *                                     --
        QUOTATIONS                   --                        *    CONTENT                          --
                                     --                        *      BIOLOGY                  31      --       59%        61%
                                     --                        *      CHEMISTRY                13      --       43%        47%
 ENGLISH EXPRESSION--------  65      --                        *      PHYSICS                  19      --       48%        50%
                                     --                        *      EARTH SCIENCES           12      --       54%        58%
    CORRECTNESS              40      --                        *                                     --
      AGREEMENT/CASE          8      --                        *                                     --
      COMPARISON              1      --                        *  MATH COMPUTATION------------60      --       58%        60%
      VERB FORMS              3      --                        *                                     --
      GENERAL USAGE          20      --                        *    WHOLE NUMBERS               7      --       82%        80%
      NO ERROR                8      --                        *    FRACTIONS                  14      --       59%        64%
                                     --                        *    DECIMALS & PERCENTS        22      --       53%        55%
    EFFECTIVENESS            25      --                        *    DENOMINATE NUMBERS          6      --       49%        55%
      MODIFIER PLACEMENT      4      --                        *    ELEM. ALGEBRAIC MANIPS.    11      --       55%        54%
      CLAUSES                 5      --                        *                                     --
      PHRASES                 7      --                        *                                     --
      PARALLELISM             4      --                        *  MATH BASIC CONCEPTS---------50      --       52%        49%
      COMPARISON              5      --                        *                                     --
                                     --                        *    RECALL FACTS &/OR          17      --       47%        45%
                                     --                        *      PERFORM MATH MANIPS.           --
                                     --                        *    DEMON. COMPREHENSION       23      --       60%        57%
                                     --                        *      OF MATH CONCEPTS               --
                                     --                        *    EXERCISE INGENUITY OR      10      --       39%        38%
                                     --                        *      HIGHER MENTAL PROCESSES        --
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SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
ADMINISTRATIVE SUMMARY - SKILLS ANALYSIS

FORM "A" ONLY: DISTRICTWIDE GRADE: 12 MONTH & YEAR OF TEST: 4/82 (LEP A AND B AND SPEC ED STUDENTS > 3 HOURS NOT INCLUDED)

81.24

SKILLS AREA:	NO. ITEMS (FORM A)	NO. ITEMS (FORM B)	AVERAGE PCT. CORRECT	AVERAGE PCT. CORRECT (NORM GROUP)
READING-------------------	60	--	63%	68%
VOCABULARY (CONTEXT)	30	--	73%	78%
COMPREHENSION	30	--	53%	58%
MAIN IDEA	4	--	56%	58%
DETAILS	5	--	62%	66%
CHARACTER ANALYSIS	4	--	46%	53%
DRAWING CONCLUSIONS & MAKING INFERENCES	16	--	52%	57%
TONE & MOOD	3	--	47%	54%
MECHANICS OF WRITING-------	90	--	58%	67%
SPELLING	45	--	59%	66%
INITIAL	6	--	51%	61%
MEDIAL	12	--	60%	68%
FINAL	23	--	61%	66%
CONSONANTS (DOUBLING)	4	--	53%	60%
CAPITALIZATION	15	--	65%	74%
PUNCTUATION	30	--	52%	63%
APOSTROPHE	10	--	58%	71%
COMMA	10	--	47%	56%
UNNECESSARY PUNCTUATION	7	--	53%	60%
PUNCTUATION WITHIN QUOTATIONS	3	--	56%	64%
ENGLISH EXPRESSION---------	65	--		
CORRECTNESS	40	--		
AGREEMENT/CASE	8	--		
COMPARISON	1	--		
VERB FORMS	3	--		
GENERAL USAGE	20	--		
NO ERROR	8	--		
EFFECTIVENESS	25	--		
MODIFIER PLACEMENT	4	--		
CLAUSES	5	--		
PHRASES	7	--		
PARALLELISM	4	--		
COMPARISON	5	--		

SKILLS AREA:	NO. ITEMS (FORM A)	NO. ITEMS (FORM B)	AVERAGE PCT. CORRECT	AVERAGE PCT. CORRECT (NORM GROUP)
SOCIAL STUDIES-------------	70	--		
ORGANIZING INFORMATION	6	--		
INTERPRETING INFORMATION	28	--		
POLITICAL SCIENCE	5	--		
SOCIOLOGY & ANTHROP.	6	--		
ECONOMICS	2	--		
HISTORY	9	--		
GEOGRAPHY	6	--		
EVALUATING INFORMATION	36	--		
POLITICAL SCIENCE	8	--		
SOCIOLOGY & ANTHROP.	5	--		
ECONOMICS	7	--		
HISTORY	9	--		
GEOGRAPHY	7	--		
SCIENCE--------------------	75	--	54%	56%
SKILLS	75	--	54%	56%
KNOWLEDGE	12	--	50%	55%
COMPREHENSION	15	--	54%	55%
APPLICATION	40	--	54%	56%
HIGHER LEVEL SKILLS	8	--	62%	63%
CONTENT		--		
BIOLOGY	31	--	61%	62%
CHEMISTRY	13	--	44%	48%
PHYSICS	19	--	50%	51%
EARTH SCIENCES	12	--	56%	59%
MATH COMPUTATION------------	60	--	59%	61%
WHOLE NUMBERS	7	--	82%	80%
FRACTIONS	14	--	59%	66%
DECIMALS & PERCENTS	22	--	55%	58%
DENOMINATE NUMBERS	6	--	52%	58%
ELEM. ALGEBRAIC MANIPS.	11	--	56%	54%
MATH BASIC CONCEPTS---------	50	--	53%	52%
RECALL FACTS &/OR PERFORM MATH MANIPS.	17	--	49%	49%
DEMON. COMPREHENSION OF MATH CONCEPTS	23	--	61%	59%
EXERCISE INGENUITY OR HIGHER MENTAL PROCESSES	10	--	41%	41%

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SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
ADMINISTRATIVE SUMMARY - SKILLS ANALYSIS

FORM "B" ONLY: DISTRICTWIDE   GRADE: 09   MONTH & YEAR OF TEST: 4/82   (LEP A AND B AND SPEC ED STUDENTS > 3 HOURS NOT INCLUDED)

81.24

SKILLS AREA:	NO. ITEMS (FORM A)	NO. ITEMS (FORM B)	AVERAGE PCT. CORRECT	AVERAGE PCT. CORRECT (NORM GROUP)
READING----------------------	--	60	51%	54%
VOCABULARY (CONTEXT)	--	30	62%	63%
COMPREHENSION	--	30	40%	45%
MAIN IDEA	--	1	32%	44%
DETAILS	--	11	40%	45%
CHARACTER ANALYSIS	--	1	53%	55%
DRAWING CONCLUSIONS & MAKING INFERENCES	--	14	39%	43%
TONE & MOOD	--	2	46%	54%
MECHANICS OF WRITING-------	--	90	48%	57%
SPELLING	--	45	49%	58%
INITIAL	--	2	35%	44%
MEDIAL	--	10	49%	58%
FINAL	--	22	48%	56%
CONSONANTS (DOUBLING)	--	11	53%	63%
CAPITALIZATION	--	15	49%	58%
PUNCTUATION	--	30	46%	55%
APOSTROPHE	--	6	54%	66%
COMMA	--	14	42%	49%
UNNECESSARY PUNCTUATION	--	9	50%	60%
PUNCTUATION WITHIN QUOTATIONS	--	1	40%	44%
ENGLISH EXPRESSION---------	--	65		
CORRECTNESS	--	40		
AGREEMENT/CASE	--	10		
COMPARISON	--	2		
VERB FORMS	--	6		
GENERAL USAGE	--	13		
NO ERROR	--	9		
EFFECTIVENESS	--	25		
MODIFIER PLACEMENT	--	4		
CLAUSES	--	5		
PHRASES	--	10		
PARALLELISM	--	4		
COMPARISON	--	2		

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SKILLS AREA:	NO. ITEMS (FORM A)	NO. ITEMS (FORM B)	AVERAGE PCT. CORRECT	AVERAGE PCT. CORRECT (NORM GROUP)
SOCIAL STUDIES--------------	--	70		
ORGANIZING INFORMATION	--	9		
INTERPRETING INFORMATION	--	30		
POLITICAL SCIENCE	--	7		
SOCIOLOGY & ANTHROP.	--	0		
ECONOMICS	--	3		
HISTORY	--	14		
GEOGRAPHY	--	6		
EVALUATING INFORMATION	--	31		
POLITICAL SCIENCE	--	6		
SOCIOLOGY & ANTHROP.	--	4		
ECONOMICS	--	11		
HISTORY	--	7		
GEOGRAPHY	--	3		
SCIENCE---------------------	--	75	45%	50%
SKILLS	--	75	45%	50%
KNOWLEDGE	--	14	44%	54%
COMPREHENSION	--	11	54%	57%
APPLICATION	--	45	42%	45%
HIGHER LEVEL SKILLS	--	5	57%	6[illegible]%
CONTENT	--			
BIOLOGY	--	31	50%	56%
CHEMISTRY	--	14	34%	38%
PHYSICS	--	19	43%	46%
EARTH SCIENCES	--	12	46%	55%
MATH COMPUTATION-------------	--	60	40%	58%
WHOLE NUMBERS	--	9	63%	71%
FRACTIONS	--	13	54%	66%
DECIMALS & PERCENTS	--	18	48%	54%
DENOMINATE NUMBERS	--	4	35%	47%
ELEM. ALGEBRAIC MANIPS.	--	16	41%	51%
MATH BASIC CONCEPTS-----------	--	50	44%	54%
RECALL FACTS &/OR PERFORM MATH MANIPS.	--	16	45%	55%
DEMON. COMPREHENSION OF MATH CONCEPTS	--	27	44%	54%
EXERCISE INGENUITY OR HIGHER MENTAL PROCESSES	--	7	39%	52%

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                                                  SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
                                                  ADMINISTRATIVE SUMMARY - SKILLS ANALYSIS

FORM "B" ONLY: DISTRICTWIDE      GRADE: 10     MONTH & YEAR OF TEST: 4/82    (LEP A AND B AND SPEC ED STUDENTS > 3 HOURS NOT INCLUDED)

                                 NO.        NO.    AVERAGE    AVERAGE    *                                       NO.        NO.    AVERAGE    AVERAGE
                                ITEMS      ITEMS     PCT.   PCT. CORRECT *                                      ITEMS      ITEMS     PCT.   PCT. CORRECT
SKILLS AREA:                  (FORM A)  (FORM B)  CORRECT  (NORM GROUP)  *  SKILLS AREA:                      (FORM A)  (FORM B)  CORRECT  (NORM GROUP)
                                                                          *
 READING--------------------   --          60       58%        57%       *  SOCIAL STUDIES-------------    --          70
                               --                                        *                                 --
   VOCABULARY (CONTEXT)        --          30       65%        68%       *    ORGANIZING INFORMATION       --           9
                               --                                        *                                 --
   COMPREHENSION               --          30       47%        46%       *    INTERPRETING INFORMATION     --          30
     MAIN IDEA                 --           1       36%        37%       *      POLITICAL SCIENCE          --           7
     DETAILS                   --          11       48%        46%       *      SOCIOLOGY & ANTHROP.       --           0
     CHARACTER ANALYSIS        --           1       58%        57%       *      ECONOMICS                  --           3
     DRAWING CONCLUSIONS &     --          14       45%        45%       *      HISTORY                    --          14
       MAKING INFERENCES       --                                        *      GEOGRAPHY                  --           6
     TONE & MOOD               --           2       53%        50%       *                                 --
                               --                                        *    EVALUATING INFORMATION       --          31
                               --                                        *      POLITICAL SCIENCE          --           6
 MECHANICS OF WRITING-------   --          90       54%        55%       *      SOCIOLOGY & ANTHROP.       --           4
                               --                                        *      ECONOMICS                  --          11
   SPELLING                    --          45       55%        60%       *      HISTORY                    --           7
     INITIAL                   --           2       41%        46%       *      GEOGRAPHY                  --           3
     MEDIAL                    --          10       55%        59%       *                                 --
     FINAL                     --          22       53%        58%       *                                 --
     CONSONANTS (DOUBLING)     --          11       62%        65%       *  SCIENCE--------------------    --          75       50%        51%
                               --                                        *                                 --
   CAPITALIZATION              --          15       54%        62%       *    SKILLS                       --          75       50%        51%
   PUNCTUATION                 --          30       51%        56%       *      KNOWLEDGE                  --          14       49%        53%
     APOSTROPHE                --           6       59%        69%       *      COMPREHENSION              --          11       61%        61%
     COMMA                     --          14       46%        48%       *      APPLICATION                --          45       46%        47%
     UNNECESSARY PUNCTUATION   --           9       54%        61%       *      HIGHER LEVEL SKILLS        --           5       63%        64%
     PUNCTUATION WITHIN        --           1       43%        38%       *                                 --
       QUOTATIONS              --                                        *    CONTENT                      --
                               --                                        *      BIOLOGY                    --          31       57%        57%
                               --                                        *      CHEMISTRY                  --          14       36%        40%
 ENGLISH EXPRESSION---------   --          65                            *      PHYSICS                    --          19       47%        47%
                               --                                        *      EARTH SCIENCES             --          12       51%        56%
   CORRECTNESS                 --          40                            *                                 --
     AGREEMENT/CASE            --          10                            *                                 --
     COMPARISON                --           2                            *  MATH COMPUTATION---------------            60       45%        60%
     VERB FORMS                --           6                            *                                 --
     GENERAL USAGE             --          13                            *    WHOLE NUMBERS                --           9       70%        74%
     NO ERROR                  --           9                            *    FRACTIONS                    --          13       61%        68%
                               --                                        *    DECIMALS & PERCENTS          --          18       53%        56%
   EFFECTIVENESS               --          25                            *    DENOMINATE NUMBERS           --           4       39%        52%
     MODIFIER PLACEMENT        --           4                            *    ELEM. ALGEBRAIC MANIPS.      --          16       51%        52%
     CLAUSES                   --           5                            *                                 --
     PHRASES                   --          10                            *                                 --
     PARALLELISM               --           4                            *  MATH BASIC CONCEPTS------------            50       50%        52%
     COMPARISON                --           2                            *                                 --
                               --                                        *    RECALL FACTS &/OR            --          16       51%        54%
                               --                                        *      PERFORM MATH MANIPS.       --
                               --                                        *    DEMON. COMPREHENSION         --          27       51%        51%
                               --                                        *      OF MATH CONCEPTS           --
                               --                                        *    EXERCISE INGENUITY OR        --           7       46%        52%
                               --                                        *      HIGHER MENTAL PROCESSES    --
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                                 SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
                                 ADMINISTRATIVE SUMMARY - SKILLS ANALYSIS

FORM "B" ONLY: DISTRICTWIDE     GRADE: 11   MONTH & YEAR OF TEST: 4/82   (LEP A AND B AND SPEC ED STUDENTS > 3 HOURS NOT INCLUDED)

                                 NO.     NO.   AVERAGE   AVERAGE     *                                  NO.      NO.    AVERAGE    AVERAGE
                               ITEMS   ITEMS     PCT.  PCT. CORRECT  *                                ITEMS    ITEMS      PCT.  PCT. CORRECT
 SKILLS AREA:                (FORM A) (FORM B' CORRECT (NORM GROUP)  * SKILLS AREA:                 (FORM A) (FORM B) CORRECT (NORM GROUP)
                                                                      *
  READING-------------------- --      60      63%       64%      *  SOCIAL STUDIES------------ --       70
                              --                                 *                              --
    VOCABULARY (CONTEXT)      --      30      74%       75%      *    ORGANIZING INFORMATION    --        9
                              --                                 *                              --
    COMPREHENSION             --      30      52%       54%      *    INTERPRETING INFORMATION  --       30
      MAIN IDEA               --       1      42%       52%      *      POLITICAL SCIENCE       --        7
      DETAILS                 --      11      53%       55%      *      SOCIOLOGY & ANTHROP.    --        0
      CHARACTER ANALYSIS      --       1      64%       62%      *      ECONOMICS               --        3
      DRAWING CONCLUSIONS &   --      14      51%       53%      *      HISTORY                 --       14
        MAKING INFERENCES     --                                 *      GEOGRAPHY               --        6
      TONE & MOOD             --       2      57%       60%      *                              --
                              --                                 *    EVALUATING INFORMATION    --       31
                              --                                 *      POLITICAL SCIENCE       --        6
  MECHANICS OF WRITING------- --      90      59%       55%      *      SOCIOLOGY & ANTHROP.    --        4
                              --                                 *      ECONOMICS               --       11
    SPELLING                  --      45      60%       59%      *      HISTORY                 --        7
      INITIAL                 --       2      44%       46%      *      GEOGRAPHY               --        3
      MEDIAL                  --      10      58%       59%      *                              --
      FINAL                   --      22      57%       55%      *                              --
      CONSONANTS (DOUBLING)   --      11      68%       67%      *  SCIENCE------------------- --       75      55%       55%
                              --                                 *                              --
    CAPITALIZATION            --      15      55%       60%      *    SKILLS                    --       75      55%       55%
    PUNCTUATION               --      30      56%       57%      *      KNOWLEDGE               --       14      53%       56%
      APOSTROPHE              --       6      64%       71%      *      COMPREHENSION           --       11      66%       64%
      COMMA                   --      14      52%       50%      *      APPLICATION             --       45      51%       52%
      UNNECESSARY PUNCTUATION --       9      55%       61%      *      HIGHER LEVEL SKILLS     --        5      67%       68%
      PUNCTUATION WITHIN      --       1      48%       44%      *                              --
        QUOTATIONS            --                                 *    CONTENT                   --
                              --                                 *      BIOLOGY                 --       31      61%       60%
                              --                                 *      CHEMISTRY               --       14      41%       45%
  ENGLISH EXPRESSION--------- --      65                         *      PHYSICS                 --       19      50%       53%
                              --                                 *      EARTH SCIENCES          --       12      56%       59%
    CORRECTNESS               --      40                         *                              --
      AGREEMENT/CASE          --      10                         *                              --
      COMPARISON              --       2                         *  MATH COMPUTATION--------------       60      49%       63%
      VERB FORMS              --       6                         *                              --
      GENERAL USAGE           --      13                         *    WHOLE NUMBERS             --        9      76%       76%
      NO ERROR                --       9                         *    FRACTIONS                 --       13      66%       68%
                              --                                 *    DECIMALS & PERCENTS       --       18      59%       61%
    EFFECTIVENESS             --      25                         *    DENOMINATE NUMBERS        --        4      45%       58%
      MODIFIER PLACEMENT      --       4                         *    ELEM. ALGEBRAIC MANIPS.   --       16      56%       57%
      CLAUSES                 --       5                         *                              --
      PHRASES                 --      10                         *                              --
      PARALLELISM             --       4                         *  MATH BASIC CONCEPTS-----------       50      56%       56%
      COMPARISON              --       2                         *                              --
                              --                                 *    RECALL FACTS &/OR         --       16      56%       56%
                              --                                 *      PERFORM MATH MANIPS.    --
                              --                                 *    DEMON. COMPREHENSION      --       27      57%       57%
                              --                                 *      OF MATH CONCEPTS        --
                              --                                 *    EXERCISE INGENUITY OR     --        7      51%       54%
                              --                                 *      HIGHER MENTAL PROCESSES --
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SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
ADMINISTRATIVE SUMMARY - SKILLS ANALYSIS

FORM "B" ONLY: DISTRICTWIDE GRADE: 12 MONTH & YEAR OF TEST: 4/82 (LEP A AND B AND SPEC ED STUDENTS > 3 HOURS NOT INCLUDED)

SKILLS AREA:	NO. ITEMS (FORM A)	NO. ITEMS (FORM B)	AVERAGE PCT. CORRECT	AVERAGE PCT. CORRECT (NORM GROUP)
READING-------------------	--	60	65%	65%
VOCABULARY (CONTEXT)	--	30	77%	77%
COMPREHENSION	--	30	53%	54%
MAIN IDEA	--	1	42%	44%
DETAILS	--	11	54%	56%
CHARACTER ANALYSIS	--	1	64%	61%
DRAWING CONCLUSIONS & MAKING INFERENCES	--	14	52%	52%
TONE & MOOD	--	2	59%	56%
MECHANICS OF WRITING-------	--	90	61%	61%
SPELLING	--	45	62%	61%
INITIAL	--	2	46%	52%
MEDIAL	--	10	61%	61%
FINAL	--	22	60%	58%
CONSONANTS (DOUBLING)	--	11	71%	65%
CAPITALIZATION	--	15	61%	64%
PUNCTUATION	--	30	59%	59%
APOSTROPHE	--	6	65%	69%
COMMA	--	14	55%	55%
UNNECESSARY PUNCTUATION	--	9	61%	63%
PUNCTUATION WITHIN QUOTATIONS	--	1	52%	38%
ENGLISH EXPRESSION---------	--	65		
CORRECTNESS	--	40		
AGREEMENT/CASE	--	10		
COMPARISON	--	2		
VERB FORMS	--	6		
GENERAL USAGE	--	13		
NO ERROR	--	9		
EFFECTIVENESS	--	25		
MODIFIER PLACEMENT	--	4		
CLAUSES	--	5		
PHRASES	--	10		
PARALLELISM	--	4		
COMPARISON	--	2		

SKILLS AREA:	NO. ITEMS (FORM A)	NO. ITEMS (FORM B)	AVERAGE PCT. CORRECT	AVERAGE PCT. CORRECT (NORM GROUP)
SOCIAL STUDIES-------------	--	70		
ORGANIZING INFORMATION	--	9		
INTERPRETING INFORMATION	--	30		
POLITICAL SCIENCE	--	7		
SOCIOLOGY & ANTHROP.	--	0		
ECONOMICS	--	3		
HISTORY	--	14		
GEOGRAPHY	--	6		
EVALUATING INFORMATION	--	31		
POLITICAL SCIENCE	--	6		
SOCIOLOGY & ANTHROP.	--	4		
ECONOMICS	--	11		
HISTORY	--	7		
GEOGRAPHY	--	3		
SCIENCE--------------------	--	75	55%	56%
SKILLS	--	75	55%	56%
KNOWLEDGE	--	14	55%	59%
COMPREHENSION	--	11	67%	68%
APPLICATION	--	45	52%	50%
HIGHER LEVEL SKILLS	--	5	67%	67%
CONTENT	--			
BIOLOGY	--	31	62%	61%
CHEMISTRY	--	14	42%	43%
PHYSICS	--	19	51%	52%
EARTH SCIENCES	--	12	56%	62%
MATH COMPUTATION-------------	--	60	50%	61%
WHOLE NUMBERS	--	9	76%	72%
FRACTIONS	--	13	67%	69%
DECIMALS & PERCENTS	--	18	60%	59%
DENOMINATE NUMBERS	--	4	48%	52%
ELEM. ALGEBRAIC MANIPS.	--	16	56%	53%
MATH BASIC CONCEPTS-----------	--	50	58%	53%
RECALL FACTS &/OR PERFORM MATH MANIPS.	--	16	58%	55%
DEMON. COMPREHENSION OF MATH CONCEPTS	--	27	59%	54%
EXERCISE INGENUITY OR HIGHER MENTAL PROCESSES	--	7	53%	48%

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

HINTS FOR TESTING LEP STUDENTS

Before the Testing

1. Demonstrate a positive attitude toward the test. Do not communicate, verbally or nonverbally, feelings of "this test is not important" or "the student should not have to take the test."

2. Include the LEP student in any practice tests given.

3. Talk to the LEP student before the test. Discuss these points in the student's home language.

    a. There will be a test.
    b. It will be in English only.
    c. Many of the questions will be about things you have not been taught yet.
    d. It is important to take the test and try your best.
    e. This test is given every year to all students. When you take the test next year, you will be able to see how much you have learned.
    f. Doing your best is important so that we can know what you have already learned in English. Then we can help you learn more.
    g. Do your best, but the grades you make in school will not depend on this test.
    h. When you have answered all the questions that you can, sit quietly and wait for others to finish.

During the Testing

1. You may use the student's home language while preparing for the test; however, once the standardized instructions begin, use only English. This means...

    a. Do not translate any part of the test for the student.
    b. You may answer questions in the student's home language about procedures, e.g., how to mark answers, but not actual items or vocabulary.

2. If the student stops and can go no farther, ask the student to sit quietly until the others finish and to go back over the answers.

    If the student cannot do this, provide a quiet activity to do while the others finish.

After the First Test

The scores made by limited-English-proficient (LEP) students who are dominant or monolingual in a language other than English are not used in determining school averages. However, LEP students are not exempt from testing since their status as LEP students may change as a result of a more recent test score.

After the administration of at least one test, a LEP student who is dominant or monolingual in a language other than English may be excused from other tests if in the teacher's judgment the student cannot understand English well enough to answer about one out of four items correctly. This determination should be made for each test separately since a LEP student who may not be able to take a reading comprehension test may be able to do reasonably well on a math computation test.

After the Testing

1. Accept the student's feeling toward the test by saying "I understand how you feel. I agree that you should feel __________. However, this test was important and I am pleased that you tried."

2. Reassure the student that the results will not affect the student's grades.

3. Keep a positive attitude.

ATTACHMENT D-2

NUMBER OF STUDENTS WITH STEP READING SCORES BY CAMPUS COMPARED TO FIFTH SIX-WEEKS MEMBERSHIP, 1979-80 THROUGH 1981-82.

	Grade	9			10			11			12			9-12		
School		79-80	80-81	81-82	79-80	80-81	81-82	79-80	80-81	81-82	79-80	80-81	81-82	79-80	80-81	81-82
	N	516	434	475	436	411	329	440	346	315	371	328	[illegible]	441	380	351
	ADM	550	485	546	514	453	386	574	427	356	432	371	[illegible]	518	434	402
Anderson	Attendance	94%	89%	87%	85%	91%	85%	77%	81%	88%	86%	88%	89%	85%	88%	87%
	N	602	354	376	484	494	303	380	377	422	340	354	330	452	395	358
	ADM	642	397	417	521	524	333	408	395	447	373	378	358	486	424	389
Austin	Attendance	94%	89%	89%	93%	94%	91%	93%	95%	94%	91%	94%	92%	93%	93%	92%
	N	821	698	648	770	661	672	625	566	540	500	472	474	679	599	584
	ADM	882	750	773	861	752	765	650	594	580	542	494	503	734	648	655
Crockett	Attendance	93%	93%	84%	89%	88%	88%	96%	95%	93%	92%	96%	94%	93%	92%	89%
	N	391	369	342	393	293	287	331	312	261	245	275	263	340	312	288
	ADM	425	418	390	412	319	331	358	353	291	284	306	285	370	349	324
LBJ	Attendance	92%	88%	88%	95%	92%	87%	92%	88%	90%	86%	90%	92%	92%	89%	89%
	N	328	426	440	221	357	317	163	329	315	134	198	285	212	328	339
	ADM	418	498	527	242	430	344	194	350	360	159	233	319	253	378	388
Johnston	Attendance	78%	86%	83%	91%	83%	92%	84%	94%	88%	84%	85%	89%	84%	87%	87%
	N	463	425	504	401	380	330	320	355	312	294	303	289	370	366	359
	ADM	523	474	556	426	407	363	355	391	346	346	333	331	413	401	400
Lanier	Attendance	89%	90%	90%	94%	93%	91%	90%	91%	90%	85%	91%	87%	90%	91%	90%
	N	325	300	330	358	310	273	404	341	278	257	334	271	336	321	288
	ADM	351	330	375	380	346	307	442	373	317	294	365	306	367	354	326
McCallum	Attendance	93%	91%	88%	94%	90%	[illegible]	91%	91%	88%	87%	92%	89%	92%	91%	88%
	N	471	428	424	379	360	316	308	323	304	287	274	294	361	346	335
	ADM	551	496	464	409	399	362	344	348	335	325	308	317	407	388	370
Reagan	Attendance	85%	86%	91%	93%	90%	87%	90%	93%	91%	88%	89%	93%	89%	89%	91%
	N	573	496	523	447	456	368	360	398	377	275	296	318	414	412	397
	ADM	647	554	598	497	496	415	405	429	427	302	319	355	463	450	449
Travis	Attendance	89%	90%	87%	90%	92%	89%	89%	93%	88%	91%	93%	90%	89%	92%	88%
	N	4490	3930	4062	3889	3722	3195	3331	3347	3124	2703	2834	2810	3603	3458	3298
	ADM	4989	4402	4648	4262	4126	3606	3730	3660	3459	3057	3107	3094	4010	3824	3702
Total*	Attendance	90%	89%	87%	91%	90%	89%	89%	91%	90%	88%	91%	91%	90%	90%	89%

*Students tested at other schools not included.
N = Number of students who took the STEP Reading Test.
ADM = Average Daily Membership for fifth six-weeks.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

October 2, 1981

TO: Senior High Building Test Coordinators

FROM: Kevin Matter KM

SUBJECT: STEP Administration Meetings

We would like to meet with the Senior High Building Test Coordinators again this year in order to plan and implement the STEP administration effectively.

Two meetings are planned. Both will be held at ORE, Administration Annex, Room E.

Date	Time	Topics
December 2, 1981	2:30 p.m.	Revision of Administration Procedures
March 24, 1982	2:30 p.m.	Distribution and Review of Administration Directions

We will try to keep these meetings as short, but as productive, as possible. With your help these meetings can produce positive changes in the STEP procedures and reporting system, as was the case last year.

KM:lg

APPROVED: Freda Holley
Director, Research and Evaluation

APPROVED: ______________________
Acting Assistant Superintendent for Secondary Education

cc: Maud Sims
J. M. Richard
Stan Brooks
Principals

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ATTACHMENT D-4

STEP BUILDING TEST COORDINATOR CHECKLIST

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
Spring, 1982

BUILDING TEST COORDINATOR CHECKLIST

DURING THE WEEK OF MARCH 22

1. Inventory materials received from ORE. You should have at least:

   - One Teacher Checklist (A) for each teacher, yourself, and the principal.
   - One Guidelines and Suggestions for STEP Administrators (B) for each teacher, yourself, and the principal.
   - One Special Circumstances Log (C) for each teacher.
   - One Script for STEP Testing (D) for each teacher and yourself.
   - Two prerecorded STEP testing tapes (a tape for Day 1 and a tape for Day 2) and one Building Test Coordinator Script for STEP Testing.
   - Two STEP BTC Check-Out/Check-In Sheets.
   - Two Reminder of Monitors signs to post in appropriate places.
   - 40 STEP Make-up Registration Forms
   - Approximately five #2 pencils per teacher administering the STEP.
   - Two copies of the Participation in Standardized Testing by Special Education Students listing.

   (If more materials are needed, call Rick Battaile at 458-1227.)

2. Obtain adequate blank scratch paper to distribute to each teacher for the math sections of the STEP. (Math is given on both days; so, each teacher will need at least two sheets per student.)

3. Have a meeting with the teachers regarding the STEP testing. Distribute to each teacher administering the STEP, one:

   - Teacher Checklist (A).
   - Guidelines and Suggestions for STEP Administrators (B).
   - Special Circumstances Log (C).
   - Script for STEP Testing (D).

   At that meeting, please mention:

   - That the English Expression and Social Studies tests will alternate every year with the Mechanics of Writing and Science tests. This year the Mechanics of Writing and Science tests will be administered.
   - That monitors may be present during the testing.
   - The STEP make-up procedures and dates (April 17 and 24).
   - The importance of erasing all stray marks from the students' answer sheets after the testing.

4. All schools will be using the testing tapes this year.

   A. Designate a person (it can be yourself) to operate the P.A. system and tape recorder. Be sure this person has a copy of the Building Test Coordinator Script for STEP Testing. Have this person listen to both tapes (Day 1 and Day 2) before the test days. (Also have a back-up person if possible.)

B. Your school must have one reel-to-reel tape recorder, playable at 7 1/2 inches per second and one empty 7" ("take-up") reel.

C. Confirm that the P.A. system works in all the rooms where testing will occur. Have some teachers stationed in different rooms to check the sound level.

5. Make arrangements for the security of the STEP test booklets in your building. (You will receive them on April 2.)

6. Check with the vocational counselors and teachers in your building to be sure they know what they are supposed to do with (1) vocational students who go to work in the morning or the afternoon, (2) vocational students from other schools who are scheduled to be in your building on the testing days, and (3) students from your school who are scheduled to be in another school on the testing days. VOCATIONAL STUDENTS ARE REQUIRED TO TAKE THE STEP. See that all necessary arrangements are made so that vocational students are tested.

7. Confirm with the appropriate teachers that arrangements have been made to supervise the exempt special education students who will not be tested.

   Note: Non-English speaking students are not exempt. Seniors are not exempt.

8. Confirm that the principal will give the opening remarks on both mornings. If the principal is unable to do this, you should do this. (ORE has prepared introductory comments to be given by the principal at the beginning of the Script for STEP Testing (D).)

9. Questions or problems? Call ORE at 458-1227.

DURING THE WEEK OF MARCH 29

10. Receive preslugged and blank STEP answer sheets with your school's regular warehouse delivery. Give each teacher administering the STEP:

    - All the preslugged answer sheets for that teacher's students.
    - Several blank answer sheets.
    - Five #2 pencils.
    - Adequate scratch paper for both testing days.

11. By March 31, send ORE one copy of the Participation in Standardized Testing by Special Education Students listing.

12. Receive STEP test booklets. Inventory them to make sure you have one STEP test booklet for each student, each teacher, and yourself.

13. LOCK ALL STEP TEST BOOKLETS IN A SECURE PLACE.

ON APRIL 6 AND 7, BEFORE THE TESTING BEGINS

14. Give each teacher administering the STEP one STEP test booklet for each of the teacher's students.

    Note: You may allow teachers to keep the booklets and/or answer sheets after the first testing day if there is a secure place for them to be locked up when not in use; otherwise, arrange for teachers to turn in all test booklets and answer sheets at the end of the first day of testing.

DURING THE TESTING

15. The person operating the testing tape must allow students exactly the time allotted for each section. Record the starting time of each section on the Teacher Time Sheet (page 4 of this checklist) and be prepared to take over the testing (using the Script for STEP Testing (D)) if the tape recorder malfunctions. Remember that English Expression (Day 1) and Social Studies (Day 2) will not be given this year.

ON THE AFTERNOON OF APRIL 7

16. By 4:00, all teachers must return to you all items listed in Item 31 on the Teacher Checklist (A). BE SURE YOU RECEIVE EVERY STEP TEST BOOKLET.

    As the teachers turn in their stacks of answer sheets, ask them to confirm that they have filled in the appropriate Special Circumstances bubbles. You should spot check these Special Circumstances bubbles.

17. Prepare Stacks 1, 2, and 3 for delivery to ORE.

18. Package all the test booklets in the same boxes in which you received them. PUT 100 STEP 2A OR 75-100 STEP 2B TEST BOOKLETS PER BOX. Tape the boxes and store them in a secure place until AISD personnel pick them up on April 8.

BY 3:00 P.M., APRIL 8

19. DELIVER TO ORE:

    - STACKS 1, 2, AND 3
    - The second updated copy of the Participation in Standardized Testing by Special Education Students listing.

20. AISD personnel will pick up the STEP test booklets.

DURING THE WEEK OF APRIL 13-16

21. File the Special Circumstances Logs (C) in a permanent place in the school office.

22. Prepare for the make-up testing. For each student who will take a STEP make-up test on April 17 or 24, complete a STEP Make-up Registration Form.

23. MAIL THE STEP MAKE-UP REGISTRATION FORMS TO ORE NO LATER THAN WEDNESDAY, APRIL 14.

24. Your thoughts are welcome! Write down any ideas or comments concerning this checklist or any aspect of the STEP testing process at the bottom of the Teacher Time Sheet.

25. By 4:30 p.m., April 16, mail to ORE:

    - The Teacher Checklists (A).
    - All Scripts for STEP Testing (D).
    - The two testing tapes.
    - This Building Test Coordinator Checklist.
    - The #2 pencils.

THANKS!

81.24

ATTACHMENT D-4
(Continued,
page 4 of 4)

STEP TEACHER TIME SHEET

		STARTING TIME	TESTING TIME	FINISHING TIME
	EXAMPLE: Science, Part I	10:38:26 hour minutes seconds	+ 30:00 minutes =	11:08:26
DAY 1	Materials and General Instructions		(20:00 minutes)	
	Math Basic Concepts	__:__:__	+ 40:00 minutes =	__:__:__
	Break (in room)		(4:00 minutes)	
	Reading, Part I	__:__:__	+ 15:00 minutes =	__:__:__
	Reading, Part II	__:__:__	+ 30:00 minutes =	__:__:__
	Break (outside room)		(11:00 minutes)	
	Mechanics of Writing, Part I	__:__:__	+ 15:00 minutes =	__:__:__
	Mechanics of Writing, Part II	__:__:__	+ 25:00 minutes =	__:__:__
	Collect Test Materials		(7:00 minutes)	
DAY 2	Materials and General Instructions	__:__:__	(15:00 minutes)	
	Science, Part I	__:__:__	+ 30:00 minutes =	__:__:__
	Science, Part II	__:__:__	+ 30:00 minutes =	__:__:__
	Break (in room)		(4:00 minutes)	
	Math Computation	__:__:__	+ 40:00 minutes =	__:__:__
	Collect Test Materials		(8:00 minutes)	

ATTACHMENT D-5

STEP DATES TO REMEMBER

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

DATES TO REMEMBER
Spring, 1982 STEP Testing

MARCH 29 - APRIL 2:	Receive from ORE with regular warehouse delivery... . Preslugged answer sheets . Blank STEP answer sheets
APRIL 2:	Receive from ORE... . STEP test booklets
APRIL 6 AND APRIL 7:	. Administer the STEP
APRIL 8:	Deliver to ORE by 3:00 p.m.... . All STEP answer sheets (Stacks 1, 2, and 3) . Updated copy of the Participation in Standardized Testing by Special Education Students listing
APRIL 8:	AISD personnel will pick up... . STEP test booklets
APRIL 14:	Mail to ORE... . All STEP make-up registration forms
APRIL 16:	Mail to ORE... . Teacher Checklist (A) . Scripts for STEP Testing (D) . Testing tapes

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Page _____ of _____

81.24 STEP BUILDING TEST COORDINATOR MATERIALS CHECK OUT/IN SHEET

ATTACHMENT D-6

SENIOR HIGH BUILDING TEST COORDINATOR'S MATERIALS CHECK-OUT/CHECK-IN SHEET

STEP - APRIL 6 AND 7, 1982

Teacher	GRADE	STEP Test Booklets		Teacher Checklist A		Guidelines B	Special Circumstances Log C		Script of the Directions D		STEP Answer Sheets						Pencils	
											Pre-Slugged	Blank	Stack 1	Stack 2	Stack 3	Total		
		# Out	# In	√ Out	√ In	√ Out	√ Out	√ In	√ Out	√ In	√ Out	√ Out	√ In	√ In	√ In	# In	√ Out	√ In

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

STEP MAKE-UP REGISTRATION FORM
Spring, 1982

1. Have each student who plans to take any part of the STEP during the make-up period complete this form.
2. Give the white copy to the student, send the yellow copy to ORE, and keep the pink copy for your records.
3. The student must bring the white copy to the make-up testing sessions.
4. All yellow copies from each school must be mailed together, in one package, to ORE no later than April 14, 1982.

(LAST NAME, space, FIRST NAME, space, MIDDLE INITIAL)

STUDENT NAME ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

STUDENT NUMBER ☐☐☐☐☐☐☐ GRADE ☐

SCHOOL ______________________________ SCHOOL NUMBER ☐

FORM USED AT THIS SCHOOL: A B (Circle one)

TESTS TO BE TAKEN (CHECK ONE OR MORE):

DAY 1 MAKE-UPS: Held on Saturday, April 17 at the Reagan High School Cafeteria, at the times listed below.

____ Math Basic Concepts (9:00 a.m.)

____ Reading, Parts 1 and 2 (9:50 a.m.)

____ Mechanics of Writing, Parts 1 and 2 (10:50 a.m.)

DAY 2 MAKE-UPS: Held on Saturday, April 24 at the Reagan High School Cafeteria, at the times listed below.

____ Science, Parts 1 and 2 (9:00 a.m.)

____ Math Computation (10:10 a.m.)

NOTE: Students arriving late will NOT be admitted to the testing center. Students must be present for both parts of a two-part test.

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ATTACHMENT D-8

STEP TEACHER CHECKLIST

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

A

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
Spring, 1982

TEACHER CHECKLIST

DURING THE WEEK OF MARCH 22

1. From the Building Test Coordinator, obtain:

   - One Guidelines and Suggestions for STEP Administrators (B)
   - One Special Circumstances Log (C)
   - One Script for STEP Testing (D) (Day 1 is yellow and Day 2 is blue.)

2. Identify students exempt from STEP testing. The Building Test Coordinator and Principal have received information for determining who can [illegible] exempted.

DURING THE WEEK OF MARCH 29

3. Arrange for exempt students who will not be tested to be supervised during the testing.

4. From the Building Test Coordinator, obtain:

   - All the preslugged answer sheets for your students
   - Several blank answer sheets
   - Five #2 pencils
   - Enough scratch paper for the math sections (Math is given on both days, so you need at least 2 sheets per student.)

5. Examine the preslugged STEP answer sheets. If you receive more than one preslugged answer sheet for a single student, determine which one has the more correct information. Destroy the less correct one.

   Check each preslugged answer sheet for correctly coded:

   - Student name and number
   - School name and number
   - Grade level and test form

   (If incorrect, do not attempt to change preslugged information. At the top of the answer sheet, note which information is incorrect and supply the correct information. ORE will correct the answer sheet later.)

6. For each student who does not have a preslugged answer sheet, you should fill out a blank one. The following information areas must be filled out and bubbled in with a #2 pencil before the testing:

   1. Student name, school, date, and teacher
   2. Student number
   3. School number
   4. Grade
   5. Form (all students at your school take the same form)

   (You do not need to bubble in the advisor number.)

7. Obtain a watch or clock with a second hand.

8. Be sure that the P.A. system in the room where you will be testing is working properly.

9. Questions or problems? Ask you Building Test Coordinator or call ORE (458-1227).

TUESDAY MORNING, APRIL 6

10. From the Building Test Coordinator, personally obtain one STEP test booklet for each student. (Number obtained: ________)

    STUDENTS SHOULD NOT BE ALLOWED TO PICK UP OR DELIVER THE TEST BOOKLETS.

PRIOR TO EACH DAY'S TESTING

11. Remove or cover any bulletin board displays or other displays of information that would aid students during the testing.

12. Spread students' chairs as far apart as possible.

13. Make sure each student has a #2 pencil (blunt pencils work best).

14. Have a watch or clock with a second hand.

DURING THE STEP TESTING, APRIL 6 AND 7

15. Record the starting time of each section on your Teacher Time Sheet (page 4 of this checklist). Be prepared to take over the testing (using the Script for STEP Testing (D)) should the P.A. system malfunction. If that occurs, allow students exactly the time allotted for each section. Remember that English Expression (Day 1) and Social Studies (Day 2) will not be given this year.

16. Be present in the room during all testing. Leave only if a relief person is in the room. (If this has been planned in advance, tell the students before the testing begins.)

17. You may repeat test directions if students do not understand what they are supposed to do.

18. Move quietly around the room after each set of directions to observe whether students are following them correctly. Make sure students start marking their answers in the correct place on the answer sheet (especially on the second testing day).

19. STRESS THAT THE STUDENTS NOT WRITE ON THE STEP TEST BOOKLETS.

20. Tell the students to check quietly back over their work, in that test section only, if they finish early.

21. Keep a Special Circumstances Log (C), recording unusual student behavior. This log is not to be used for students who cheat. If you see cheating, take up the answer sheet and do not return it until the next test begins. Erase all bubbled-in answers for the test in question. The student will either take the test again during the make-up testing, or will simply not receive a score for that test.

    Note: If your knowledge leads you to believe that an attempt to take up the paper will cause a disturbance in the middle of the testing, you may let the student continue working, erase the answers for that test later, and include that student on the list of students to be tested during the make-up testing.

22. Please:

    - DO NOT let students flip ahead in the test booklet.
    - DO NOT let students start working while instructions are being given, or work past the time limit.
    - DO NOT rephrase a test question, explain what a word in a test question means, or read test items to students.
    - DO NOT eat or drink around the STEP test booklets or answer sheets.
    - DO NOT use paper clips or rubber bands on the answer sheets.

23. Each day, collect all of the scratch paper immediately after each math test.

> As in past STEP administrations, ORE will randomly monitor the testing in different classrooms. If someone comes to your classroom, the monitor will simply sit in the back of the room and observe. Information collected is for use in improving the testing program districtwide, not for evaluation of your individual performance.

AFTER EACH DAY'S TESTING

24. Collect all the STEP materials. Do not let the students leave the room until you have accounted for all materials. MAKE SURE YOU HAVE RECEIVED EVERY TEST BOOKLET AND ANSWER SHEET.

25. Destroy all the scratch paper used during that day's math test.

26. Make sure that no one has the opportunity to change or otherwise falsify responses to test items.

Note: On April 6, turn in all testing materials to the Building Test Coordinator (unless the Building Test Coordinator gave you other instructions). If the Building Test Coordinator allows you to keep the materials overnight, LOCK ALL MATERIALS IN A SECURE PLACE.

AFTER THE TESTING ON APRIL 7

27. Check each answer sheet to be sure:

- There are no stray marks on the answer sheet
- Bubbles are completely filled in and markings stay inside the lines
- Answer sheets are not folded, wrinkled, or otherwise damaged

Correct any of the above problems, even if this requires filling out a new answer sheet.

28. Review your Special Circumstances Log (C). For each student you listed on it, mark the bubble(s) on page 1 of that student's answer sheet for any test(s) taken under "Special Circumstances." Make sure that the only markings in the "Special Circumstances" area are those for which there is an entry in your Special Circumstances Log (C).

29. Separate the answer sheets into 3 stacks:

Stack 1 - All the preslugged answer sheets for students who took at least one test. This stack must contain only answer sheets on which all the preslugged information is correct.

Stack 2 - All nonpreslugged answer sheets for students who took at least one test. This stack also includes any preslugged answer sheets (for students who took at least one test) which contain incorrect preslugged information.

Stack 3 - All answer sheets for students who took none of the tests, and all completely blank answer sheets.

NOTE: Stacks 1 and 2 are for all answer sheets that need to be scored. Stack 3 must contain only answer sheets that do not need to be scored.

30. Look through the STEP test booklets the students returned to you. Erase any marks the students made in them. Check the math sections in particular.

31. Collect all materials for delivery to the Building Test Coordinator. You must return:

- All STEP test booklets
- All three stacks of answer sheets
- This Teacher Checklist (A)
- Your completed Special Circumstances Log (C)
- The Script for STEP Testing (D)
- The five pencils the Building Test Coordinator loaned you

32. Your thoughts are welcome! Write any ideas or comments concerning this checklist or any aspect of the STEP testing process at the bottom of the Teacher Time Sheet.

33. DELIVER ALL THE MATERIALS TO THE BUILDING TEST COORDINATOR BY 4:00 P.M. TODAY (APRIL 7, 1982).

THANKS!

STEP TEACHER TIME SHEET

		STARTING TIME	TESTING TIME	FINISHING TIME
	EXAMPLE: Science, Part I	10:38:26 hour minutes seconds	+ 30:00 minutes =	11:08:26
DAY 1	Materials and General Instructions		(20:00 minutes)	
	Math Basic Concepts	___:___:___	+ 40:00 minutes =	___:___:___
	Break (in room)		(4:00 minutes)	
	Reading, Part I	___:___:___	+ 15:00 minutes =	___:___:___
	Reading, Part II	___:___:___	+ 30:00 minutes =	___:___:___
	Break (outside room)		(11:00 minutes)	
	Mechanics of Writing, Part I	___:___:___	+ 15:00 minutes =	___:___:___
	Mechanics of Writing, Part II	___:___:___	+ 25:00 minutes =	___:___:___
	Collect Test Materials		(7:00 minutes)	
DAY 2	Materials and General Instructions	___:___:___	(15:00 minutes)	
	Science, Part I	___:___:___	+ 30:00 minutes =	___:___:___
	Science, Part II	___:___:___	+ 30:00 minutes =	___:___:___
	Break (in room)		(4:00 minutes)	
	Math Computation	___:___:___	+ 40:00 minutes =	___:___:___
	Collect Test Materials		(8:00 minutes)	

81.24

ATTACHMENT D-9

GUIDELINES AND SUGGESTIONS FOR STEP ADMINISTRATORS

B

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

GUIDELINES AND SUGGESTIONS FOR STEP ADMINISTRATORS

B1 Preparing Your Students to Take the STEP

B2 Guidelines for Test Administrators

B3 Explaining STEP Scores to Parents and Students

Publication Letter: 81.K

B1

PREPARING YOUR STUDENTS TO TAKE THE STEP

Why should students take the STEP seriously?

This is a question that is sometimes asked in our high schools. In fact, every student deserves to know the answer. Here are four of the most important reasons.

1. Important questions are answered based on these STEP scores.

   a. By your school

      - How do our students compare academically with those in other high schools?
      - What courses should students take?
      - Should we change our courses to increase learning?

   b. By yourself

      - Am I learning as much as I want to or need to?
      - Am I prepared well enough for what I want to do after high school?
      - Do I need to study more or put more effort into my schoolwork?
      - Just how do my academic skills compare to other students'?

   c. By your teacher

      - What skills do my students have when they enroll in my classes?
      - What should I teach to skip what my students already know and to teach what they really need to learn?
      - What skills do my students have when they leave my classes?
      - Did I teach my students what they needed to learn?

   d. By the School District

      - Are we offering the right courses?
      - Do our students graduate with the skills they will need after high school?
      - Do we need to improve the quality of instruction in our schools?
      - How do our schools compare academically with those in other cities?

2. These STEP scores become a permanent part of your academic record.

3. These STEP scores may be used to meet the minimum competency requirements in reading and math.

4. For seniors, taking the STEP can exempt students from some final exams.

How can I encourage my students to take the STEP?

There are a few things you can do to encourage the students at your school to take the STEP:

- Inform your students that the STEP testing is an important part of the educational process in AISD (see previous page).
- Maintain a positive, realistic attitude toward the testing. Taking the STEP can be tedious and difficult, like a great deal of other school work, but STEP scores are an important part of the student's records, the school's records, and the District's records.
- When you have contact with parents, let them know when the STEP tests are given, explain to them what the scores mean and how they are used, and encourage them to send their children to school on those days.
- Work with your students on developing some good test-taking skills (see below). Encourage them to see the STEP tests as a challenge—an opportunity to see how well they can do.

What types of test-taking skills do students need?

Students may need practice marking their answers on answer sheets and working under timed conditions. Here are some things you can do to help:

A. Below is a list of test-taking strategies. Discuss these with your students. Make a bulletin board display containing some of these ideas:

    1) Use blunt #2 pencils. They do not break as easily, and it takes fewer marks to fill the bubble.
    2) Mark only one answer per question. If the computer picks up two answers for a question, it counts the question as incorrect.
    3) Erase changed answers completely. The computer may pick up a partially erased response as a second response to a question, and count it as incorrect.
    4) Every fourth or fifth question, check to make sure you are on the right number on the answer sheet.
    5) Put the answer sheet right next to the column of questions you are working on. This helps you keep your place in the booklet and work more quickly.
    6) On the math sections, put your scratch paper under (or next to) the problem in the booklet to work out the answer. Do not waste time copying the whole problem onto your scratch paper. But remember not to mark in the test booklet.
    7) The STEP is scored by counting the number of right answers. There is no penalty for guessing, so it is better to try to eliminate at least one option and make an educated guess at an answer than to leave it blank.

B. Occasionally throughout the year give multiple-choice tests, seatwork, or homework in a standardized test format. Use computer answer sheets if possible to give your students some practice with them.

C. Time your tests or seatwork to get students used to working under time constraints.

D. The attitude that you convey toward the STEP is important. If students see that you think the STEP is too hard, or not important, then they will not take it seriously and they may not do their best. Probably the most constructive attitude you can have is, "This test may be too hard (or too easy), but it is important for the students to take it seriously and do the best that they can. This way their parents, next year's teacher, the School Board, and anyone else who uses these scores will get information that is as accurate as possible."

81.24

B2

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

GUIDELINES FOR TEST ADMINISTRATORS
Sequential Tests of Educational Progress
Grades 9-12

BEFORE THE TEST

DO

- Study this chart.
- Study and follow precisely all the guidelines and directions for administering the tests and for preparing students for the testing.
- Study and use the information provided in Preparing Your Students To Take the STEP.
- Communicate to the students a positive attitude toward the test.
- Emphasize that:
  - (1) Students will receive their scores on the standardized test, but the scores will in no way affect their grades;
  - (2) Students should feel free to raise their hands and ask questions if they need assistance;
  - (3) No student is expected to answer all the questions correctly.
- Remove or cover any bulletin boards or other displays of information that would aid students in responding to test items.
- Seek the advice of the Building Test Coordinator if questions or conflicts arise.

OPTIONAL

- Discuss with students positive aspects of test-taking.
- Briefly discuss assertiveness in terms of asking questions re: directions; asking for something to be repeated; being sure that all your students feel comfortable asking questions or asking for your help.
- Time your tests or seatwork to get students used to working under time constraints.
- Use standardized testing terminology in your regular classwork.
- Make regular teacher-made tests in a multiple-choice format.
- Work with students on helping them spot poor alternatives on regular teacher-made tests.
- Share with students some strategies to help them keep their places on the answer sheets.
- Use a separate answer sheet with regular teacher-made tests.

DO NOT

- Do not omit or improvise from the checklists and guidelines.
- Do not spend excessive class time for testwiseness activities.
- Do not teach students complex test-taking strategies.
- Do not present new material or review material shortly before the test for the sole purpose of increasing test scores.
- Do not teach students answers to actual test items.
- Do not secure STEP or any other standardized test content or items in order to develop regular teacher-made tests.
- Do not encourage students to guess at random in order to improve their scores.
- Do not administer another standardized test as practice within two weeks of the STEP.
- Do not administer any practice test.
- Do not discuss sanctions for low scores.
- Do not lend test materials to anyone.
- Do not tell students to mark in their test booklets for any reason.

Publication Number: 80.68

ATTACHMENT D-9
(Continued,
page 4 of 7)

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DURING THE TEST

DO	OPTIONAL	DO NOT
. Be present on the testing days unless absence is absolutely unavoidable. . Communicate to the students a positive attitude toward the test. . Administer the test in the standard manner. . Test all students identified as eligible for testing by the District. . Remain in the classroom at all times unless another trained test administrator comes to provide relief. . Move around the room frequently to monitor the testing. Watch for cheating, the use of dictionaries, notes, calculators, or any other aids.		. Do not omit or improvise from the checklists, guidelines, or directions. . Do not provide or allow any hints as to correct answers to test questions. . Do not read exercises or pronounce words for students unless specified in test directions. . Do not tell students to mark in the test booklets for any reason. . Do not allow the occurrence of any activity that disrupts students while testing is in progress. . Do not allow students to eat or drink anything at their desks. . Do not allow students to work on test sections previously taken or to be taken at a later time.

AFTER THE TEST

DO	OPTIONAL	DO NOT
. Answer general student questions. Refer to Explaining STEP Scores to Parents and Students. . Reassure the students. . Collect and destroy all scratch paper. . Make sure that no one has the opportunity to change student answers or otherwise falsify test responses. . Return all test booklets, manuals, and answer sheets to the person coordinating the testing at your school. . If you consider results for particular students to be of questionable validity, indicate this on the Special Circumstances Log. . Report any unusual circumstances to the person in charge of testing at your school.	. Discuss general areas, such as fractions.	. Do not discuss specific test items. . Do not omit or improvise from the checklists and guidelines. . Do not destroy any booklets or manuals.

B3

EXPLAINING STEP SCORES TO PARENTS & STUDENTS

ANSWERS TO QUESTIONS PARENTS & STUDENTS OFTEN ASK

The counselors at your school are probably the ones who receive most of the questions from parents and students about what STEP scores mean. As a teacher, however, you should know how to interpret these scores so you can answer questions that may come up from students and parents during classes, informal discussions, conferences, PTA meetings, etc. The information here will give you a better idea of what STEP scores mean and will help you to answer questions about the STEP.

1. *What is the STEP?* The STEP (Sequential Tests of Educational Progress) is a set of nationally published achievement tests. It includes tests in reading, mechanics of writing, English expression, science, math, and social studies.

2. *How was the STEP developed?* First, specialists in each of the subject areas on the test drew up a list of objectives to be tested. Those objectives were reviewed by teachers at each grade level, and changes were made according to their suggestions. Test questions were then written to measure the revised objectives; approximately four times as many questions were written as were actually needed. All these questions were organized into test forms and given to 42,000 students nationwide. On the basis of how those students did, questions that seemed to be too hard, or too easy, or not measuring what they were supposed to measure, were eliminated.

   When the final set of questions was ready, the STEP was *normed*. This means it was given to about 100,000 students nationwide, to see how well students would typically do on these tests. Students were selected from large and small cities, from rural and urban areas, from economically advantaged and economically disadvantaged schools, from high-achieving and low-achieving schools, and from all areas of the country, in order to get a good idea of how a *typical* high school student would perform on the STEP. All these students together are called the "norm group."

   When students in AISD are tested, they are given scores that indicate how they performed on the tests compared to the students in the nationwide norm group.

3. *When was the STEP developed?* The test objectives were written and revised, and test questions were written to measure the revised objectives in 1967 and 1968. In late 1968, the first group of all items that *might* have been included on the STEP was tried out on a group of students. In 1970, the final group of questions for the STEP was given to a carefully selected group of students nationwide to establish "nationwide norms."

   The test publisher recently conducted another national norming study (1978 norms). It is now possible to convert the scores obtained from the administration of the STEP tests to the newer 1978 norms. Thus, we can compare the performance of our students to two reference groups, students in 1970 and in 1978.

4. *How does a STEP score compare my performance to the performance of the students in the norm group?* Each student's score is compared only to those students in the same grade in the norm group. There are two ways that this comparison is made:

   Percentile rank score - If Joe has a percentile rank score of 64, this means that Joe scored the same or higher than 64 percent of all the students in his grade in the nationwide norm group. It also means that he scored lower than 36 percent of the students. A percentile rank score of 50 is the middle score of all the students in the norm group at each grade level.

   Stanine - This is a more general way of showing test scores. There are nine stanine groups. The lowest possible stanine is one, and the highest is nine. The average is five.

   Stanine

   1 2 3 4 5 6 7 8 9

   LOW MIDDLE HIGH

5. *Do these tests really emphasize what the Austin ISD curriculum is emphasizing?* The test publishers of the STEP did not design this test series strictly with the Austin curriculum in mind. It was based on curriculum objectives that are used in a wide range of schools across the country. However, an analysis of our districtwide results on these tests indicates that our District curriculum does teach the things tested by the STEP. Austin also teaches a lot of other things which are not measured by the STEP, such as all of the high school electives and extracurricular activities.

6. *What is a "good score" on the STEP?* This is a very difficult question to answer. Stanines 1, 2, and 3 are considered "low scores." Stanines 4, 5, and 6 are considered "average." Stanines 7, 8, and 9 are considered "high scores." However, whether your scores are good or not is up to you, your teachers, and your parents to decide. The higher the score, of course, the "better" the score is. However, you must remember that your academic performance is best evaluated in the light of your own abilities and past experiences.

The main thing to remember when you start talking to students and parents about standardized achievement test scores is this: A STEP score is only one piece of information to add to the vast store of information which you already have about that student. Other information you have:

1. How well has the student performed the work assigned in your class?
2. What do other records indicate about the student's learning experiences in school prior to this year?
3. What do some of the past year's teachers have to report about this student's experiences in their class?
4. How does the student appear to feel about school?
5. What have been and are the student's strongest interests in school?
6. What does the student do during leisure time at home?
7. What do previous standardized and diagnostic test scores indicate about the student's academic ability and/or past achievement?
8. What kind of experiences does the student bring to school from home or community?

Much of this information should be brought into any discussion with parents and students about standardized test scores.

ATTACHMENT D-10

SCRIPT OF THE DIRECTIONS FOR ADMINISTERING THE STEP

D

SCRIPT OF THE DIRECTIONS FOR ADMINISTERING THE STEP

Introduction	You are receiving two reel-to-reel audio tapes, one for each day of test administration.
Preliminary Remarks	The statements at the beginning of each test day are for you or your principal to read or use as a guide for remarks preliminary to the use of the tape.
Tape Pauses	All pauses are included in the tape footage except the actual testing time and the 10 minute break on day 1.
Operating the Tape Recorder	All instructions regarding operation of the tape recorder are typed in *italics* in the left margin
Timing the Working Time on Each Test	There are ten seconds of "dead time" between the time the voice on the tape says "Begin" and "Stop." As soon as you hear the word "Begin," you should stop the tape, start your stopwatch, and record the time on the appropriate place on the script or checklist time sheet. At the end of the testing time minus ten seconds, restart the tape. When the voice says "Stop," record the stop time.
Tests Included	The following tests are included on this tape/script:

Day 1	Day 2
Math Basic Concepts	Science (Parts 1 and 2)
Break (three minutes)	Break (three minutes)
Reading (Parts 1 and 2)	Math Computation
Break (10 minutes)	
Mechanics of Writing (Parts 1 and 2)	

DAY ONE

Statement to be read by principal or counselor

We are going to be taking some of the STEP tests this morning, so our schedule will be different. The first thing we need to do is give you and your teacher a few minutes to get organized, check roll, and get out your number two pencils. They must be number two pencils. If you need to borrow a pencil, your teacher has some. For the next five minutes, please take care of this and then we will begin the test.

PAUSE FOR FIVE MINUTES

The test directions will be given over the P.A. system on a tape recording (or by Mr./Ms. __________), so you will need to pay close attention and listen carefully. Be sure to work steadily, and do the best you can. Everyone in the school will be taking the same test. You'll be taking these tests this morning and tomorrow morning. Remember to check from time to time to be sure that you are in the right place on your answer sheet. If you change your answer to a question, be sure to erase your first mark completely. Your answer sheet will be scored by computer, and it will pick up any stray marks, including the ones you forgot to erase or only partially erased.

If something goes wrong with the P.A. system, your teacher has a copy of the test directions and will continue the test. Now here is the tape recording (or Mr./Ms. __________) to begin the test.

Begin Tape

We are ready to begin, so please listen carefully. The teacher in your room will answer any questions you have about the directions to the test. However, your teacher will not be able to answer any questions about test items. They are not allowed to help you in any way on the actual test itself.

PAUSE FOR THREE SECONDS

Before we get started, I want to tell you about the answer sheet you will be using. They already have your name and other identifying information preprinted on them. Do not change any of this information on the answer sheet.

It is important that you be very careful with your preprinted answer sheet. Any tears, holes, folds, or other damage to the answer sheet may cause your answer sheet to be scored incorrectly.

Now your teacher will hand out the answer sheets. You will each receive one answer sheet. Please check to be sure that you have your own.

PAUSE FOR ONE MINUTE

Now, write your name--last name first, then your first name--at the top of page 2 of your answer sheet. Write your name at the top of page 2 in the space provided.

PAUSE FOR 30 SECONDS

When you are taking the tests, be careful not to bend the answer sheet over the edge of the desk. Also, be careful not to erase holes on your answer sheet when correcting an answer.

Now, your teacher will pass out scratch paper to you.

PAUSE FOR 45 SECONDS

Now your teacher will hand out the test booklets. Do not open your test booklet until I tell you to. Do not mark in your booklet at any time. Other people will be using these booklets at other schools, so please keep them clean. Remember, do not open your booklet until I tell you to.

PAUSE FOR ONE MINUTE

Now, look at the General Directions on the front cover of your booklet.

Read the directions silently while I read them aloud.

These are tests of your abilities and some of the skills and understandings you have been developing in school. Your score will be the total number of correct answers you mark. Wrong answers will not be counted against you. Do not spend too much time on any one question. If a question seems to be too difficult, make the most careful guess you can. Mark your answers on the separate answer sheet. Mark only one answer for each question. If you want to change an answer, erase your first mark completely.

Do not open this booklet until you are told to.

PAUSE FOR TWO SECONDS

When taking these tests, be sure that the number of the row on the answer sheet is the same as the number of the question you are answering before you mark an answer. If you skip an item in the test, remember to skip the answer row for that item on your answer sheet.

PAUSE FOR TWO SECONDS

If you finish a test early, close your test booklet, put your answer sheet inside it, and sit quietly. Do not talk or do anything that might distract other students.

PAUSE FOR TWO SECONDS

The first test you will be working on this morning is the Mathematics Basic Concepts test. Open your test booklet now to page 11. Open your test booklet to page 11 and fold your booklet back so that only the directions and the example show.

PAUSE FOR FIVE SECONDS

Please read the directions silently while I read them aloud.

Mathematics
Basic Concepts

Mathematics Basic Concepts Directions

Each question in this test is followed by four suggested answers. Read each question and then decide which one of the four suggested answers is best. Find the row of circles on your answer sheet which has the same number as the question. In this row, mark the circle having the same letter as the answer you have chosen.

Example:

A 48-inch rope was shortened by cutting 2 inches from each end. How long is it now?

A. 44 inches
B. 45 inches
C. 46 inches
D. 47 inches

The correct answer to this question is lettered A, so circle A is marked.

Note: Figures which accompany problems in this test are intended to provide information useful in solving the problems. They are drawn as accurately as possible except when it is stated in a specific problem that its figure is not drawn to scale. All figures lie in the plane unless otherwise indicated. In this test, all numbers used are real numbers.

Stop! Do not turn the page yet. Wait for further instructions.

You will have 40 minutes to complete this test. Are there any questions?

PAUSE FOR 15 SECONDS

If you finish before the time is up, go back and check your answers. Continue working until time is called or the directions tell you to stop. Now, turn to the first question on page 12 and fold your booklet back.

On page 1 of your answer sheet find the section labeled Mathematics Basic Concepts.

Stop Tape.
Observe time and write it down.
Start: __:__:__ + 39 minutes and 50 seconds. Begin tape after exactly 39 minutes and 50 seconds.
Stop time: __:__:__.

Begin.

(STOP TAPE. THERE ARE 10 SECONDS OF "DEAD TIME" ON THE TAPE.)

(ACTUAL WORKING TIME FOR THE TEST IS 40 MINUTES.)

Stop! Even if you have not finished the test, stop, and lay down your pencil. Do not make any more marks.

PAUSE FOR FIVE SECONDS

Your teacher will now collect the scratch paper. All scratch paper used during the math test must be turned in to your teacher.

PAUSE FOR ONE MINUTE

Now, put your answer sheet inside your test booklet and close your booklet.

PAUSE FOR FIVE SECONDS

Short Break
(All pauses during the break are on the tape.)

Now we will have a short break for you to stretch and relax in your room. We will begin the next test in exactly 3 minutes. Do not leave your room.

PAUSE FOR TWO MINUTES

You have one minute before we begin the next test. Please take your seat.

PAUSE FOR ONE MINUTE

We are ready to begin the next test.

PAUSE FOR FIVE SECONDS

We will now take Part One of the Reading test. Remember, you will do your best work on the test if you relax and work steadily.

Open your test booklet to page 18. Turn in your test booklet to page 18 and fold your booklet back so that only the directions and the example show.

PAUSE FOR FIVE SECONDS

Read the directions for this test silently while I read them aloud.

Reading, Part I

Reading Part One Directions

Each of the sentences in this part of the test is followed by an incomplete statement and four suggested answers. You are to decide which one of these answers best completes the statement or answers the question. Your choice should be made on the basis of what is stated or implied in the sentence.

Find the row of circles on your answer sheet which has the same number as the sentence. In this row, mark the circle having the same letter as the number you have chosen.

Example:

The policeman told the boy that the candy store was right around the corner. The policeman was

A. mean.
B. helpful.
C. big.
D. important.

Since the policeman was helpful, the correct answer to this question is B. Therefore, circle B is marked.

Do not turn the page until I tell you to.

You will have 15 minutes to complete this test. Are there any questions?

PAUSE FOR 10 SECONDS

If you finish the test before the time is up, go back and check your answers in Part One of the Reading test.

Turn to the first question on Page 19.

Find the section on page one of your answer sheet labeled Reading Part One.

Stop tape.
Observe time and write it down.
Start: ___:___:___ + 14 minutes and 50 seconds. Begin tape after exactly 14 minutes and 50 seconds.
Stop time: ___:___:___.

Begin.

(STOP TAPE. THERE ARE 10 SECONDS OF "DEAD TIME" ON THE TAPE.)

(ACTUAL WORKING TIME FOR THE TEST IS 15 MINUTES.)

Stop! Even if you have not finished the test, stop, and lay down your pencil. Do not make any more marks.

Now turn to page 21 for the directions to Part Two of the Reading test. Turn to page 21 and fold your booklet back so that only the directions show.

PAUSE FOR FIVE SECONDS

Read the directions silently while I read them out aloud.

Reading, Part II

Reading Part Two Directions

Read each passage carefully and then answer the questions on the basis of what is stated or implied in the passage. Find the row of circles on your answer sheet that has the same number as the question. In this row, mark the circle that has the same letter as the answer you have chosen. Do not turn the page until I tell you to. You will mark your answer just as you did in Part One of the Reading test. If you finish before the time is up, go back and check your answers on Part Two of the test. Do not go back to Part One of the Reading test. You will have 30 minutes to complete this test. At the end of this test you will have a 10-minute break. Are there any questions?

PAUSE FOR FIVE SECONDS

Turn to the first question on page 22. Find the section on your answer sheet labeled Reading Part Two.

*Stop tape.
Observe time and write it down.
Start: __:__:__ + 29 minutes and 50 seconds. Begin tape after exactly 29 minutes and 50 seconds.
Stop time: __:__:__.*

Begin.

(STOP TAPE. THERE ARE 10 SECONDS OF "DEAD TIME" ON THE TAPE.)

(ACTUAL WORKING TIME FOR THE TEST IS 30 MINUTES.)

Stop! Even if you have not finished the test, stop and lay down your pencil. Do not make any more marks.

PAUSE FOR THREE SECONDS

Now, put your answer sheet inside your test booklet, and close your test booklet. Put your answer sheet inside your test booklet, and close your test booklet.

PAUSE FOR TWO SECONDS

You will now have a 10-minute break. When the bell rings, you may go to the restroom, get a drink, and stretch. Just spend the next ten minutes relaxing. Leave your test booklet and answer sheet on your desk.

*Stop tape,
Ring bell to begin break. Observe time and write it down.
Start: __:__:__ + 9 minutes and 50 seconds. Begin tape after exactly 9 minutes and 50 seconds.
Stop time: __:__:__.*

The bell will ring when the break is over.

(STOP TAPE. THERE ARE 10 SECONDS OF "DEAD TIME" ON THE TAPE.)

(ACTUAL LENGTH OF THE BREAK IS 10 MINUTES.)

We will start the next test in one minute. Please take your seat.

PAUSE FOR ONE MINUTE .

Please be seated - we are about to begin the next test.

PAUSE FOR FIVE SECONDS

(Tonal change on tape.)

Open your test booklet to page 47. Turn in your test booklet to page 47 to the Mechanics of Writing—Part One Spelling.

Fold your test booklet back so that only the directions and the examples show.

PAUSE FOR FIVE SECONDS

Read the directions silently as I read them aloud.

Mechanics of Writing, Part I

Mechanics of Writing—Part One Directions

In each group of words, find the misspelled word if there is one. No group has more than one misspelled word. If there is no misspelled word, the answer is D. Find the row of circles on your answer sheet which has the same number as the group of words. In this row, mark the circle having the same letter as the answer you have chosen.

Example 1:

A. monney
B. funny
C. sunny
D. no error

In this group of words, the misspelled word is A, so circle A is marked.

Example 2:

A. foe
B. low
C. sew
D. no error

There is no misspelled word in this group, so circle D is marked. Do not turn the page until I tell you to.

You will have fifteen minutes to complete this test. Turn to the first question on page 48.

On page one of your answer sheet, find the section labeled Mechanics of Writing Part One, Spelling. Be sure you are in the right place on your answer sheet. It is at the bottom of page one.

*Stop tape.
Observe time and write it down.
Start: ___:___:___ + 14 minutes and 50 seconds. Begin tape after exactly 14 minutes and 50 seconds.
Stop time: ___:___:___.*

Begin.

(STOP TAPE. THERE ARE 10 SECONDS OF "DEAD TIME" ON THE TAPE.)

(ACTUAL WORKING TIME FOR THIS TEST IS 15 MINUTES.)

Stop! Even if you have not finished the test, stop, and lay down your pencil. Do not make any more marks.

Now turn to page 50 in your test booklet to Part Two, Mechanics of Writing, Capitalization and Punctuation. Turn in your test booklet to page 50. Fold your test booklet back so that only the directions and examples show.

PAUSE FOR FIVE SECONDS

Now read the directions silently while I read them aloud.

Mechanics of Writing, Part II

Part Two Directions

The following sentences contain problems in capitalization and punctuation. In some sentences, the punctuation or capitalization is incorrect. You will find that the error, if any, is underlined and lettered. If there is an error, select the one underlined part that must be changed to make the sentence correct.

No sentence contains more than one error. If there is no error, the answer is D. Find the row of circles on your answer sheet which has the same letter as the answer you have chosen.

Example 1:

Jane Harris and i are joining the Girl Scouts. No error
A B C D

In this sentence, the underlined part lettered A is incorrect, so circle A is marked.

PAUSE FOR TWO SECONDS

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Example 2:

These books, flowers, and dolls are her's. No error
A B C D

In this sentence, the underlined part lettered C is incorrect, so circle C is marked.

PAUSE FOR TWO SECONDS

Example 3:

Mr. Brown is going to Europe next week. No error
A B C D

There is no error in this sentence, so circle D is marked. Do not turn the page until I tell you to.

You will have 25 minutes to complete this test. Mark your answers just as you did in Part One.

If you finish the test before the time is up, go back and check your answers in Part Two of this test only. Turn to the first question on page 51.

Find the section at the top of page 2 of your answer sheet labeled Mechanics of Writing--Part Two, Capitalization and Punctuation.

Stop tape. Observe time and write it down. Start: __:__:__ + 24 minutes and 50 seconds. Begin tape after exactly 24 minutes and 50 seconds. Stop time: __:__:__.

Begin.

(STOP TAPE. THERE ARE 10 SECONDS OF "DEAD TIME" ON THE TAPE.)

(ACTUAL WORKING TIME FOR THIS TEST IS 25 MINUTES.)

Stop! Even if you have not finished the test, stop, and lay down your pencil. Do not make any more marks.

PAUSE FOR THREE SECONDS

This concludes our testing for today. Tomorrow we will finish the testing, so please report to the same room at the beginning of school.

Now, pass your answer sheet to the front of the room. Be careful not to fold it or bend the corners.

PAUSE FOR ONE MINUTE

Now, pass your test booklet to the front of the room.

PAUSE FOR ONE MINUTE

Now, those of you who borrowed number two pencils from your teacher, please turn them in.

PAUSE FOR 30 SECONDS

Now, we will wait for two minutes while your teacher counts all the answer sheets and test booklets to be sure that all the testing materials have been collected. No one may leave the room until all the test materials have been accounted for.

Stop tape and rewind.

END OF TAPE

DAY TWO

Statement to be read by principal or counselor

We are going to finish the STEP testing today so our schedule will be the same as yesterday. The first thing we need to do is give you and your teacher a few minutes to get organized and check roll. So, for the next five minutes, take care of this and then we will begin the test.

PAUSE FOR FIVE MINUTES

The test directions will be given by tape over the P.A. system again this morning (or Mr./Ms. __________ will be giving you the test directions again this morning over the P.A. system.) You will need to pay close attention and listen carefully to the directions. Be sure to work steadily and do the best you can. Remember to check from time to time to be sure that you are in the right place on your answer sheet. If you change your answer to a question, be sure to erase your first mark completely. Your answer sheet will be scored by computer, and it will pick up any stray marks, including the ones you forgot to erase or only partially erased.

If something goes wrong with the P.A. system, your teacher has a copy of the directions and will continue the test. Now, here is the tape recording (or Mr./Ms. __________) to begin the test.

Begin tape.

We are ready to start the remaining achievement tests. This morning you will be tested in science and math. The teacher in your room will answer any questions you have about the directions to the test, but cannot help you in any way on the actual test items.

Now get out your number two pencils. If you need a pencil, your teacher has some you may borrow. I will give you some time to find a pencil.

PAUSE FOR 20 SECONDS

It's time to start the test now. Please listen carefully to the directions. First, your teacher will hand out the answer sheets.

PAUSE FOR ONE MINUTE

Now, your teacher will hand out the test booklets. Do not write in your test booklet at any time. Other people will be using these same booklets at other schools, so please keep them clean. Remember, do not open your booklet until I tell you to.

PAUSE FOR 45 SECONDS

The first test we will be working on this morning is Science—Part One. Open your test booklet to page 32. Open your test booklet to page 32 and fold your booklet back so that only the directions and the example show.

PAUSE FOR FIVE SECONDS

Please read the directions silently while I read them aloud.

Science, Part I

Science—Part One Directions

Each question in this part is followed by four suggested answers. Read each question and decide which one of the four suggested answers is correct.

Find the row of circles on your answer sheet that has the same number as the question. In this row, mark the circle having the same letter as the answer you have chosen.

①

Example:

A magnet attracts pieces of

A. glass.
B. cardboard.
C. iron.
D. wood.

The correct answer to this question is lettered C, so circle C is marked.

Do not turn the page until I tell you to. You will have 30 minutes to complete this test. Are there any questions?

PAUSE FOR FIVE SECONDS

If you finish before the time is up, go back and check your answers. Do not talk or do anything that might distract another student. Turn to the first question on page 33. Now find the section on page 2 of your answer sheet labeled Science—Part One.

Begin.

Stop tape. Observe time and write it down. Start: __:__:__ + 29 minutes and 50 seconds. Begin tape after exactly 29 minutes and 50 seconds. Stop time: __:__:__.

(STOP TAPE. THERE ARE 10 SECONDS OF "DEAD TIME" ON THE TAPE.)

(ACTUAL WORKING TIME FOR THE TEST IS 30 MINUTES.)

Stop! Even if you have not finished the test, stop, and lay down your pencil. Do not make any more marks.

PAUSE FOR FIVE SECONDS

We will take Part Two of the Science test next. Turn in your test booklet to page 39. Turn to page 39 and fold your booklet back so that only the directions show. Do not begin until I say to.

PAUSE FOR FIVE SECONDS

Read the directions for the test silently while I read them aloud.

Science, Part II

Part Two Directions

Part Two of this test contains the same kind of questions as Part One. Each question is followed by four suggested answers. Read each question and then decide which one of the four suggested answers is best.

Find the row of circles on your answer sheet which has the same number as the question. In this row, mark the circle having the same letter as the answer you have chosen.

Do not turn the page until I tell you to. You will have 30 minutes to complete this test. Are there any questions?

PAUSE FOR FIVE SECONDS

If you finish the test before the time is up, go back and check your answers on Part Two of the Science test. Do not go back to Part One. Turn to the first question on page 40. Find the place on your answer sheet marked Science—Part Two.

*Stop tape.
Observe time and
write it down.
Start: __:__:__ + 28
minutes and 50
seconds. Begin tape
after exactly 28
minutes and 50 seconds.
Stop time: __:__:__*

Begin.

(STOP TAPE. THERE ARE 10 SECONDS OF "DEAD TIME" ON THE TAPE.)

(ACTUAL WORKING TIME FOR THE TEST IS 30 MINUTES.)

Stop! Even if you have not finished the test, stop, and lay down your pencil. Do not make any more marks.

PAUSE FOR THREE SECONDS

Now, put your answer sheet inside your test booklet and close your booklet.

PAUSE FOR FIVE SECONDS

Short Break.
(All pauses during
the break are on
the tape.)

Now we will have a short break for you to stretch and relax in your room. We will begin the next test in exactly 3 minutes. Do not leave your room.

PAUSE FOR TWO MINTUES

You have 1 minute before we begin the next test. Please take your seat.

PAUSE FOR ONE MINUTE

Please take your seat. Your teacher is going to pass out scratch paper.

PAUSE 40 SECONDS WHILE TEACHERS HAND OUT SCRATCH PAPER.

The last test we will take is Mathematics Computation.

Open your booklet to page 83. Turn in your test booklet to page 83 and fold your booklet back so that only the directions and the example show.

PAUSE FOR FIVE SECONDS

Read the directions silently while I read them aloud.

Mathematics
Computation

Mathematics Computation Directions

Each problem in this test is followed by four suggested answers. Read each problem and then decide which one of the four answers is correct. Find the row of circles on your answer sheet which has the same number as the problem. In this row, mark the circle having the same letter as the answer you have chosen.

Example:

$$\begin{array}{r} 54 \\ \underline{-48} \end{array}$$

A. 6
B. 7
C. 16
D. 102

The correct answer to this problem is lettered A, so circle A is marked.

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Do not turn the page until I tell you to. You will have 40 minutes to complete this test. Are there any questions?

PAUSE FIVE SECONDS

If you finish the test before the time is up, go back and check your answers on this section of the test. Do not go back to any other part. Turn to the first question on page 84. Find the section marked Mathematics Computation on page 2 of your answer sheet.

Begin.

Stop tape.
Observe time and write it down.
Start: ___:___:___ + 39 minutes and 50 seconds. Begin tape after exactly 39 minutes and 50 seconds.
Stop time: ___:___:___.

(STOP TAPE. THERE ARE 10 SECONDS OF "DEAD TIME" ON THE TAPE.)

(ACTUAL WORKING TIME FOR THE TEST IS 40 MINUTES.)

Stop! Even if you have not finished the test, stop, and lay down your pencil. Do not make any more marks.

PAUSE FOR THREE SECONDS

This concludes our testing.

PAUSE FOR FIVE SECONDS

Your teacher will now collect the scratch paper. All scratch paper used during the math test must be turned in to your teacher.

PAUSE FOR ONE MINUTE

Now, pass your answer sheet to the front of the room. Be careful not to fold it or bend the corners.

PAUSE FOR ONE MINUTE

Now, pass your test booklet to the front of the room.

PAUSE FOR ONE MINUTE

Now, those of you who borrowed number two pencils from your teacher, please turn them in.

PAUSE 45 SECONDS

Now, we will wait for two minutes while your teacher counts all the answer sheets and test booklets to be sure that all the testing materials have been collected. No one may leave the room until all the test materials have been accounted for.

Stop tape and rewind.

END OF TAPE

④

81.24 STEP SPECIAL CIRCUMSTANCES LOG

ATTACHMENT D-11

C

SPECIAL CIRCUMSTANCES LOG
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

TEACHER ____________________ SCHOOL ________________ MONTH/YEAR______________

STUDENT	TEST(S)	SPECIAL CIRCUMSTANCES
Example Student	*Math Computation*	*Marked all answers "A" on this section.*

NOTE TO THE TEACHER:

Make sure that the events you record on the Special Circumstances Log are:

1) serious enough to affect the student's performance on the test. A cold, for instance, may or may not affect a student's performance, depending on its severity.

2) temporary and atypical circumstances. For instance, a student who comes from an economically deprived home should not be listed as a "special circumstance," even though this background is likely to affect the student's performance.

Remember that cheating is not a special circumstance. Procedures for handling this situation are discussed in the STEP Teacher Checklist.

All students whose testing conditions you designate "special circumstance" will have their scores flagged with an asterisk (*) when they come back to the school and will be noted as "possibly invalid." The Special Circumstances Logs will be kept on file at the school, so if you receive a flagged student's score, you can check to determine the nature of the special circumstance.

RETURN TO THE BUILDING TEST COORDINATOR.

ATTACHMENT D-12

SHOULD THE STEP SERIES II BE REPLACED?

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SUBJECT: Should the Sequential Tests of Educational Progress (STEP), 1970 Edition, be replaced as AISD's high school achievement test?

BACKGROUND

AISD has administered the STEP in grades 9-12 since 1976. National and local shifts in high school achievement levels in the past decade have raised questions concerning the continued appropriateness of the 1970 STEP for measuring the academic progress of AISD students.

1. The 1970 STEP norms substantially underestimate the achievement of students compared to current national levels. The comparison below uses figures from an equating study between the 1970 and 1978 STEP editions.

GRADE 12, 1981 AISD MEDIAN PERCENTILES

AREA	1970 STEP NORMS	1978 STEP NORMS	DIFFERENCE
Reading	41	51	10
English Expression	40	66	26
Math Computation	48	68	20
Math Basic Concepts	53	63	10
Social Studies	40	70	30

2. The 1970 STEP is not on TEA's list of approved achievement tests for LEP (limited-English-proficient) student identification and exit.

3. Between the ITBS and the STEP, there is no continuity from grade eight to grade nine in achievement reporting. The eight-year difference in norms and the lack of a grade equivalent scale for the STEP limit comparisons.

ADMINISTRATIVE CONSIDERATIONS

There appear to be five options.

Option 1: Retain the 1970 STEP and continue using the 1970 norms.

Cost: Nothing beyond the amount already budgeted

Advantages:

- The content of the 1970 STEP appears to be more difficult, thus presenting a higher standard, than that on more recent tests.

- School staffs have become accustomed to the 1970 STEP and have learned how to interpret and use the results—at least to some extent.
- Longitudinal comparisons back through 1976 would still be possible.

Disadvantages:

- The 1970 STEP norms substantially underestimate the achievement of students compared to current national levels.
- The 1970 STEP is not on TEA's list of approved achievement tests for LEP (limited-English-proficient) student identification and exit.
- Between the ITBS and the STEP, there is no continuity from grade eight to grade nine in achievement reporting. The eight-year difference in norms and the lack of a grade equivalent scale for the STEP limit comparisons.

Option 2: Retain the 1970 STEP, but convert to 1978 norms wherever possible.

AREA	ARE 1978 CONVERTED NORMS AVAILABLE?
Reading	Yes
English Expression	Yes *
Mechanics of Writing	Yes *
Math Basic Concepts	Yes
Social Studies	Yes
Science	No

* Each of these tests is equated to Writing Skills on the 1978 STEP.

Cost: Nothing beyond the amount already budgeted

Advantages:

- The content of the 1970 STEP appears to be more difficult, thus presenting a higher standard, than that on more recent tests.
- School staffs have become accustomed to the 1970 STEP and have learned how to interpret and use the results--at least to some extent.
- Longitudinal comparisons back through 1976 would still be possible.

Disadvantages:

- Converting to 1978 norms is not exact. Few problems would arise with school- and district-level medians; however, individual student scores do not always convert logically. (e.g., The highest score possible when converting to 1978 norms for grade 12 on Reading is the 86th percentile.)
- Comparisons between the ITBS at grades K-8 and the STEP at grades 9-12 could be made in percentiles only, not in grade equivalents.
- After six years of use, the security of the STEP items is unknown.
- The 1970 STEP has only one test level for grades 9-12. Two alternate forms must be used to avoid having students take the same test items each year.

Option 3: Adopt the 1978 STEP.

Cost: $14,400

Advantages:

- Some continuity with past test results would be maintained.
- The 1978 norms would be available.

Disadvantages:

- The 1978 norms will be five years old by 1983. Since the publisher does not plan a renorming, the 1978 STEP will be outdated quickly.
- No single science test is available.
- Only one test level is available for grades 9-12.
- Only one form of the STEP is available for Social Studies. Either Social Studies could not be tested, or the same form of the STEP would have to be taken every year by each student.

Option 4: Adopt the 1978 Tests of Achievement and Proficiency (TAP).

Costs: $20,500 for single-level booklets
$41,000 for multiple-level booklets

Advantages:

- The TAP has 1978 norms; however, the publisher plans to renorm the TAP and the ITBS in 81-82. This would give AISD 81-82 norms for our achievement tests in grades K-12.
- The TAP is normed to allow comparisons with the ITBS in grades K-8 using both percentiles and grade equivalents.
- Four levels are available, one for each of grades 9-12.
- Other Texas districts which use the ITBS in grades K-8 and use the TAP in grades 9-12 are Houston ISD and Dallas ISD.

Disadvantages:

- Comparisons to STEP scores back through 1976 would be difficult without conducting an equating study.
- If students are tested in classrooms with mixed grade levels, different booklets would have to be given to students in different grades or the more expensive multilevel booklets would have to be purchased.

Option 5: Adopt another of the available achievement tests.

Cost: Unknown

Advantages: Unknown

Disadvantages:

- No test other than the STEP or the TAP can provide the advantage of continuity with either past years or with earlier grades.

RECOMMENDATIONS

1. That these five options be reviewed by instructional coordinators, principals, teachers, building test coordinators, the Evaluation Advisory Committee, and other groups.

2. That the Office of Research and Evaluation prepare a recommendation for one of these options by February, 1982.

ACTION REQUIRED

Cabinet approval.

CONTACT PERSONS

Freda Holley/Glynn Ligon
Lawrence Buford

ATTACHMENT D-13

81.24 COORDINATOR REVIEW OF STEP II, STEP III, AND TAP TESTS

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

November 11, 1931

TO: Bertha Means, Frances Nesmith, Margaret Ruska, Wayne Schade, and Elgin Schilhab

FROM: Kevin Matter km

SUBJECT: STEP II, STEP III, and TAP Test Materials

As per the decision reached at the November 4 meeting, I have enclosed a set of the following materials for you.

- STEP II Test Booklets (Forms 2A and 2B, one each)
- STEP III Test Booklet (Level J)
- TAP Test Booklet and Teacher's Guide

I will send you a copy of the STEP III Skills objectives when I receive them from the publisher. The skills on the TAP are listed in the Teacher's Guide.

These materials must be kept secure at all times and should be reviewed only by yourselves, your interns, and those teachers who are assisting you on the task of determining test comparability with the AISD curriculum. If any notes are made about test items, please include those when you return these materials to me.

KM:lf
Enclosures

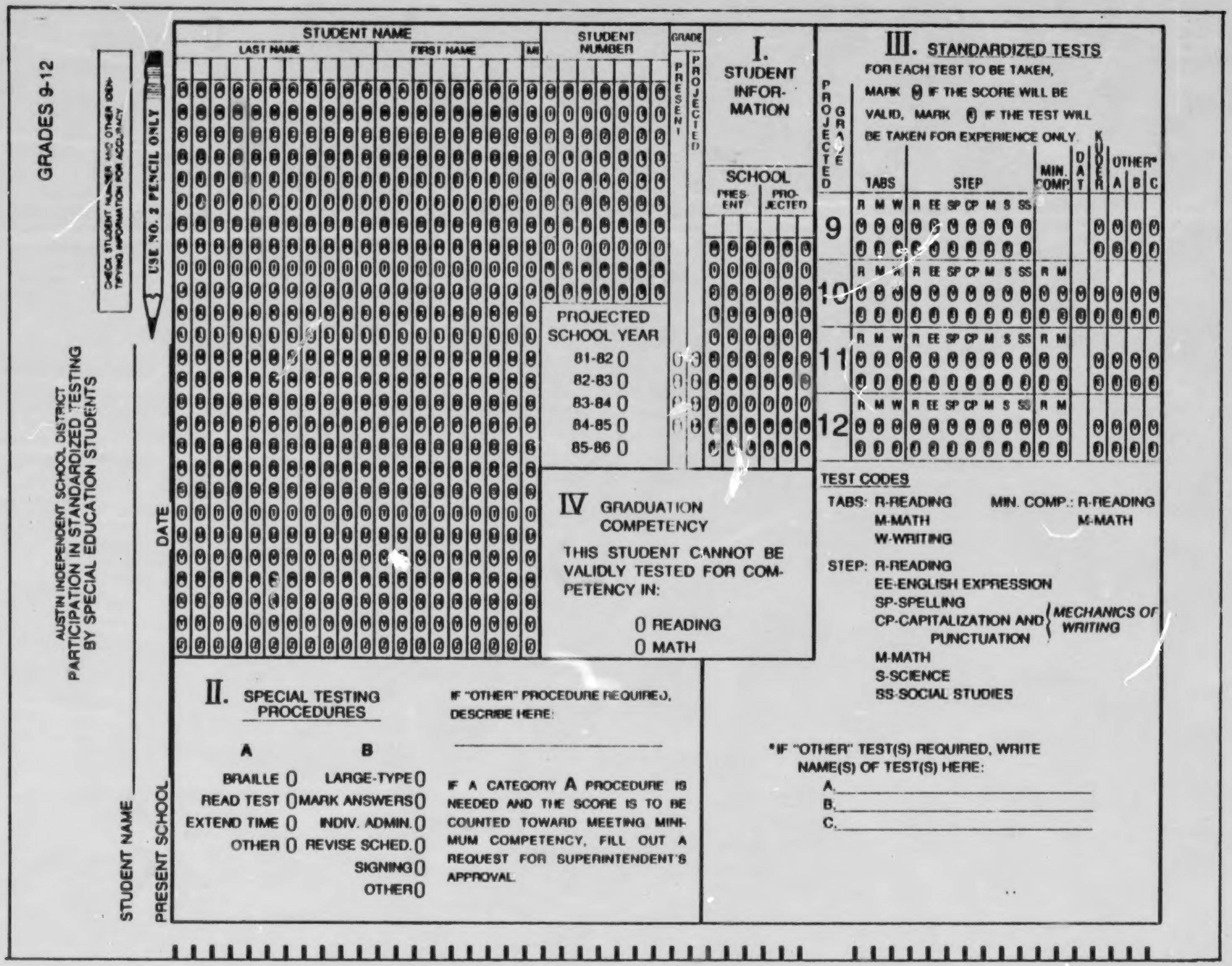
cc: Lawrence Buford
Maud Sims

Approved: Freda M. Holley
Director of Research and Evaluation

Approved: W. David Hill
Acting Assistant Superintendent for Secondary

ATTACHMENT D-14

HIGH SCHOOL SPECIAL EDUCATION SCANNING SHEET



GRADES 9-12

CHECK STUDENT NUMBER AND OTHER IDENTIFYING INFORMATION FOR ACCURACY

USE NO. 2 PENCIL ONLY

AUSTIN INDEPENDENT SCHOOL DISTRICT
PARTICIPATION IN STANDARDIZED TESTING
BY SPECIAL EDUCATION STUDENTS

DATE ______

STUDENT NAME ______

PRESENT SCHOOL ______

STUDENT NAME
LAST NAME | FIRST NAME | MI

STUDENT NUMBER

GRADE
PRESENT | PROJECTED

PROJECTED SCHOOL YEAR
81-82 ○
82-83 ○
83-84 ○
84-85 ○
85-86 ○

I. STUDENT INFORMATION

SCHOOL
PRESENT | PROJECTED

II. SPECIAL TESTING PROCEDURES

A	B
BRAILLE ○	LARGE-TYPE ○
READ TEST ○	MARK ANSWERS ○
EXTEND TIME ○	INDIV. ADMIN. ○
OTHER ○	REVISE SCHED. ○
	SIGNING ○
	OTHER ○

IF "OTHER" PROCEDURE REQUIRED, DESCRIBE HERE:

______

IF A CATEGORY **A** PROCEDURE IS NEEDED AND THE SCORE IS TO BE COUNTED TOWARD MEETING MINIMUM COMPETENCY, FILL OUT A REQUEST FOR SUPERINTENDENT'S APPROVAL.

III. STANDARDIZED TESTS

FOR EACH TEST TO BE TAKEN, MARK Ⓥ IF THE SCORE WILL BE VALID, MARK Ⓔ IF THE TEST WILL BE TAKEN FOR EXPERIENCE ONLY.

PROJECTED GRADE	TABS	STEP	MIN. COMP.	DAT	KUDER	OTHER* A	OTHER* B	OTHER* C
9	R M W	R EE SP CP M S SS			○	○	○	○
10	R M W	R EE SP CP M S SS	R M	○	○	○	○	○
11	R M W	R EE SP CP M S SS	R M		○	○	○	○
12	R M W	R EE SP CP M S SS	R M		○	○	○	○

TEST CODES

TABS: R-READING
M-MATH
W-WRITING

MIN. COMP.: R-READING
M-MATH

STEP: R-READING
EE-ENGLISH EXPRESSION
SP-SPELLING
CP-CAPITALIZATION AND PUNCTUATION } *MECHANICS OF WRITING*
M-MATH
S-SCIENCE
SS-SOCIAL STUDIES

*IF "OTHER" TEST(S) REQUIRED, WRITE NAME(S) OF TEST(S) HERE:
A. ______
B. ______
C. ______

IV GRADUATION COMPETENCY

THIS STUDENT CANNOT BE VALIDLY TESTED FOR COMPETENCY IN:

○ READING
○ MATH

14?

ATTACHMENT D-15

81.24 SPECIAL EDUCATION SCANNER SHEETS FOR 1981-82

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

December 1, 1981

TO: Mariana Gage, Zoe Griffith, and Sandy Kern

FROM: Kevin Matter KM

SUBJECT: Return of Special Education Scanner Documents

Would you please remind your supervisors and coordinators of the need to have all of the Participation in Standardized Testing by Special Education Students scanning documents in to me by December 16. It is particularly important that the ones for junior high students are received since that ITBS test administration is in February. We want to send the schools a roster of their special education students and their testing status prior to the testing. We will have sufficient time to do that if we receive the scanning forms in December.

We will preslug the scanning documents for the 1982-83 school year in early January and send them to you. If you have received comments/questions about the scanning documents, please pass them on to me. We will provide an information sheet on filling out these forms and answering frequently asked questions if there is a need for one.

Thank you very much.

KM:if
cc: Ruth MacAllister
David Hill

Approved: ______________________
Director of Research and Evaluation

ATTACHMENT D-16

INFORMATION FOR DETERMINING SPECIAL EDUCATION STUDENT PARTICIPATION IN STANDARDIZED TESTING

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

October 29, 1981

TO: LST Coordinator

THROUGH: Elementary, Junior High, and Senior High Principals

FROM: Kevin Matter KM

SUBJECT: Information for Determining Participation in Standardized Testing by Special Education Students

Enclosed are eight (8) copies of some materials developed to assist the ARD Committees in determining participation in standardized testing by special education students. Please give a copy to each regular member of the LST/ARD Committee, except the Special Education Supervisor and Psychological Associate. These individuals have already received copies.

If you have any questions about these materials or need additional copies, please call me at 458-1227.

KM:if
Enclosures

Approved: Freda M. Holley
Director of Research and Evaluation

Approved: Ruth MacAllister
Assistant Superintendent for Elementary

Approved:
Acting Assistant Superintendent for Secondary

INFORMATION FOR ARD COMMITTEES TO AID IN DETERMINING PARTICIPATION IN STANDARDIZED TESTING BY SPECIAL EDUCATION STUDENTS

AUSTIN INDEPENDENT SCHOOL DISTRICT

OFFICE OF RESEARCH AND EVALUATION
AND
DEPARTMENT OF SECONDARY EDUCATION

PRINTED: OCTOBER, 1981

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Board Policy

On March 9, 1981 the School Board approved administrative regulation 2433 as the procedures for determining in which standardized testing activities a special education student should or should not participate. As stated in the regulation, the ARD Committee should consider the following factors in making its determination.

Factors to Consider

1) A special education student who receives the majority of instruction from a regular classroom teacher in an area measured by a standardized test should take the test in that area.
2) Most students receiving more than three (3) hours per day of special education services should be exempt from standardized testing.
3) A student receiving three (3) hours or less per day of special education services who cannot be tested validly on a standardized test should be exempt.
4) A special education student who cannot make a valid score on a standardized test may be tested if inclusion in the testing experience would be of benefit to that student in other ways.

Special Procedures and Materials

For those students who are to participate in standardized testing, the ARD Committee is to determine which special administrative procedures and special testing materials are necessary to ensure valid test results. The Background Information on AISD Standardized Tests and Special Testing Procedures for Standardized Tests sheets were developed to provide ARD Committee members with information relevant to making those decisions.

Additional Copies

If additional copies of these materials are needed please contact Kevin Matter at ORE (458-1227).

BACKGROUND INFORMATION ON AISD STANDARDIZED TESTS

TEST: IOWA TESTS OF BASIC SKILLS (ITBS)

GRADES: K

PURPOSE: Instructional planning and grouping, systemwide decision making

DATES: September and April

SUBTESTS:
1. Listening (:25)
2. Language (:20)
3. Math (:25)

COMMENTS:
- a. Only Language test administered in September.
- b. Large-type edition is available.
- c. Elementary teachers have outlines of skills tested in each area.
- d. Times are approximations. No definite time limits are imposed.

TEST: IOWA TESTS OF BASIC SKILLS (ITBS)

GRADES: 1 & 2

PURPOSE: Instructional planning and grouping, systemwide decision making

DATES: April

SUBTESTS:
1. Word Analysis (:20)
2. Vocabulary (:14)
3. Reading Comprehension (:34)
4. Spelling (:13)
5. Math Concepts (:15)
6. Math Problems (:18)
7. Math Computation (:22)

COMMENTS:
- a. Subtests 2 and 3 = Reading Total; Subtests 5, 6, and 7 = Math Total.
- b. Subtests are normed independently. One or any number may be taken.
- c. Large-type edition is available.
- d. Elementary principals have outlines of the skills tested in each area.
- e. Times are approximations. No definite time limits are imposed.

TEST: IOWA TESTS OF BASIC SKILLS (ITBS)

GRADES: 3-8

PURPOSE: Instructional planning and grouping, systemwide decision making, minimum competency for graduation, course placement (grades 6-8)

DATES: April, Grades 3-6; February, Grades 7 & 8

SUBTESTS:
1. Vocabulary (:15)
2. Reading Comprehension (:42)
3. Spelling (:12)
4. Capitalization (:12)
5. Punctuation (:14)
6. Usage (:14)
7. Visual Materials (:40)
8. Reference Materials (:25)
9. Math Concepts (:25)
10. Math Problems (:25)
11. Math Computation (:20)

COMMENTS:
- a. Subtests 1 and 2 = Reading Total; Subtests 3-6 = Language Total; Subtests 7 and 8 = Work-Study Skills Total; Subtests 9-11 = Math Total.
- b. Subtests are normed independently. One or any number may be taken.
- c. Large-type edition is available.
- d. Teacher's Guides with descriptions of skills tested are in school libraries.
- e. Functional-level testing allows for testing one level upward or downward.
- f. See ITBS prerequisites for course placement decisions and criteria.
- g. Reading Total and Math Total are used for graduation competency.

TEST: TEXAS ASSESSMENT OF BASIC SKILLS (TABS)

GRADES: 3, 5, 9[a]

PURPOSE: State competency assessment, instructional planning and grouping, systemwide decision making, minimum competency for graduation (grade 9 only)

DATES: February

SUBTESTS:
Reading (:60)
Math (:55)
Writing (:35)

COMMENTS:
- a. Students may retake a test in grade 10, 11, or 12 if state competency level is not met in grade 9.
- b. Times are approximations. No definite time limits are imposed.
- c. Subtests are independent. One or any number may be taken.

TEST: SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS (STEP)

GRADES: 9-12

PURPOSE: Course placement, instructional planning and grouping, systemwide decision making, minimum competency for graduation

DATES: April

SUBTESTS:
1. Reading (:45)
2. Spelling (:15)
3. Capitalization and Punctuation (:25)
4. English Expression (:40)
5. Math Computation (:40)
6. Math Basic Concepts (:40)
7. Science (:60)
8. Social Studies (:60)

COMMENTS:
a. Subtests 2 and 3 = Mechanics of Writing Total; Subtests 5 and 6 = Math Total.
b. Subtests are independently normed. One or any number may be taken.
c. Large-type edition is available.
d. Reading and Math Total are used for graduation competency.
e. Teacher's Manuals with descriptions of skills tested are in school libraries.
f. Subtests 2, 3, and 7 given in even-numbered years; Subtests 4 and 8 given in odd-numbered years. Subtests 1, 5, and 6 are given every year.

TEST: MINIMUM COMPETENCY TESTS--CURRENTLY, IOWA TESTS OF BASIC SKILLS (ITBS)

GRADES: 10-12

PURPOSE: Minimum competency for graduation

DATES: Fall and Spring

SUBTESTS:
1. Vocabulary (:15)
2. Reading Comprehension (:42)
3. Math Concepts (:25)
4. Math Problems (:25)
5. Math Computation (:20)

COMMENTS:
a. Large-type edition is available.
b. Subtests 1 and 2 = Reading Total; Subtests 3-5 = Math Total.

TEST: DIFFERENTIAL APTITUDE TEST (DAT)

GRADE: 10

PURPOSE: Occupational guidance

DATES: October

SUBTESTS:
1. Verbal Reasoning (:30)
2. Numerical Ability (:30)
3. Abstract Reasoning (:25)
4. Clerical Speed and Accuracy (:03)
5. Mechanical Reasoning (:30)
6. Space Relations (:25)
7. Language Usage (:25)

COMMENTS:
a. Entire battery is usually given.

TEST: KUDER E GENERAL INTEREST INVENTORY

GRADE: 8

PURPOSE: Guidance and motivation

DATES: School's Option

SUBTESTS: All one test (:45 estimate)

TEST: KUDER PREFERENCE RECORD PROFILE

GRADE: 9-12

PURPOSE: Guidance and motivation

DATES: School's Option

SUBTESTS: All one test (:40 estimate)

COMMENTS:
a. Schools vary on administration and use.
b. Verify with the school the grade level when the Kuder is administered.

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AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

SPECIAL TESTING PROCEDURES FOR STANDARDIZED TESTS

Q: WHEN SHOULD I ASK FOR SPECIAL TESTING PROCEDURES ON A STANDARDIZED TEST FOR A STUDENT AT MY SCHOOL?

A: Special testing procedures should be requested when a student would otherwise not be able to obtain a valid score on a regular test administration.

Q: WHAT TYPE OF SPECIAL PROCEDURES ARE AVAILABLE?

A: Special procedures generally fall into two categories:

1. Procedures which may invalidate the use of test norms.

   These usually provide an advantage over the norming group (i.e., extending time limits), or change the nature of the test (i.e., using a braille format), or both (i.e., reading a test to a student).

   Scores made with the use of these procedures may not be applied toward graduation competency requirements without the approval of the Superintendent.

2. Procedures which do not invalidate the use of test norms.

   These are not seen as affecting the nature or rigors of the standardized test. Some of these are using large-type editions, marking answers for a student, administering a test for a single student, revising the test schedule, and signing the introduction and directions.

Q: WHO SHOULD MAKE A REQUEST FOR SPECIAL TESTING PROCEDURES FOR A STUDENT AT MY SCHOOL?

A: Requests for special testing procedures are to be made by the ARD Committee to the building administrator (usually a principal). The building administrator will contact the following for assistance in providing for these special needs.

Contact	Type of Test
Office of Research and Evaluation	a. Achievement b. Minimum Competency for Graduation
Department of Secondary Education	a. Aptitude b. Vocational

Q: WHO WILL ADMINISTER THE TESTS USING THESE SPECIAL PROCEDURES?

A: Regular school personnel should administer tests under special testing procedures whenever possible. In the event that school personnel cannot conduct these testings, Special Education will provide qualified testers. Any necessary training for these testers will be provided jointly by Special Education personnel and the Office of Research and Evaluation or the Department of Secondary Education.

AUSTIN INDEPENDENT SCHOOL DISTRICT

REQUEST FOR SPECIAL ADMINISTRATION PROCEDURES
Testing for Minimum Competency for Graduation

TO: Superintendent

THROUGH: Director, Office of Research and Evaluation

FROM: ______________________ ______________________
ARD Committee Representative School

DATE:

The ARD Committee for ______________, ______________, ______________,
Student Name Student Number Current Grade
requests that the following special procedure(s) be used in administering the standardized tests for graduation competency, and that the resulting scores be approved for application toward the graduation competency requirements.

Reading	Math	Special Procedures
____	____	Braille
____	____	Read Test to Student
____	____	Extend Time Limits
____	____	Other: ________

Comments: ____
____

I recommend that this request be _____ Approved.
_____ Not Approved.
______________________ Director's Signature ________ Date

Comments: ____
____

This request is _____ Approved.
_____ Not Approved.
______________________ Superintendent's Signature ________ Date

If you need additional copies of this form, call ORE at 458-1227 or reproduce copies from this one.

81.24

ATTACHMENT D-17

MEMO REGARDING SCANNING SHEETS FOR 1982-83

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

January 19, 1982

TO: Marianna Gage, Zoe Griffith, and Sandy Kern

FROM: Kevin Matter KM

SUBJECT: Scanning Sheets for Testing of Special Education Students

Sheets for 1981-82

Thank you for seeing that we received the scanning sheets for the 1981-82 school year by December 16. We have scanned them and are preparing school listings for use in the TABS and junior high ITBS administrations. In order for our files to be as accurate as possible for the ITBS and STEP testings, we need to have sheets completed for students admitted to special education since December 16 up through the day of testing. These dates are outlined below.

	Need Sheets for Students Admitted Up To
Junior High ITBS	February 16
Senior High STEP	April 6
Elementary ITBS	April 20

These scanning sheets should have the information areas completed as described in the attachment to this memo. Please have your teachers send these sheets directly to me at ORE as they are completed. Extra blank scanning sheets are enclosed in the package for each school. If more are needed, please call me at 458-1227.

Sheets for 1982-83

The scanning sheets for 1982-83 testing of special education students have been preslugged and are packaged by school. Please distribute these to the appropriate supervisor/coordinator as soon as possible, so that they may be completed during Annual ARD Committee meetings. If a preslugged sheet is not prepared, please use one of the blank forms which are enclosed for each school. Please have these sheets collected by your supervisors/coordinators for return to me on May 21. The following timeline should be observed for these sheets.

Date	Activity
January	Distribution of Sheets to Schools
January - May	Completion of sheets at Annual ARD Committee meetings
May 21	Return of Sheets to ORE to process for 1982-83 school year

Scanning sheets for 1982-83 should have the information areas completed as described in the attachment.

The attachment was prepared to provide information for completing the 1982-83 scanning sheets. We will provide copies for supervisors, coordinators, teachers, and LST coordinators. Please let me know how many copies are needed for your personnel/schools.

If you have any questions, please call me at 458-1227 or ext. 229.

KM:if
Attachment

Approved: ______________________
Director of Research and Evaluation

Approved: ______________________
Acting Assistant Superintendent for Secondary

Approved: Ruth MacAllister
Assistant Superintendent for Elementary

ATTACHMENT D-18

81.24

MEMO TO SPECIAL EDUCATION TEACHERS REGARDING COMPLETION OF SCANNER SHEETS FOR 1982-83

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

January 26, 1982

TO: Secondary Special Education Teachers

FROM: Kevin Matter and Zoe Griffith

SUBJECT: Completing Scanning Sheets for Testing of Special Education Students

A Participation in Standardized Testing by Special Education Students scanning sheet should be completed for each special education student prior to his/her Annual ARD Committee meeting. The Committee will discuss your recommendation for testing and changes may be made as needed. These sheets should be returned to your coordinator along with the rest of the Annual ARD information.

Preslugged (with student identifying information) and blank scanning sheets have been mailed to your contact teacher who will be responsible for their distribution to you. An information sheet is attached to help you in completing these scanning sheets. If you have any questions, please call Kevin Matter at 458-1227.

(Also note the memo from Kevin Matter to Marianna Gage, Zoe Griffith, and Sandy Kern on how to handle any remaining scanning sheets for the 1981-82 school year.)

KM:ZG:if
Attachments

cc: Special Education Instructional Coordinators
Secondary Principals
Secondary Building Test Coordinators
Secondary ARD Coordinators
Maud Sims
J.M. Richard
Lawrence Buford

Approved: Freda M Holley
Director of Research and Evaluation

Approved:
Acting Assistant Superintendent for Secondary

ATTACHMENT D-19

INFORMATION SHEET FOR COMPLETING 1982-83 SCANNER SHEETS

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AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Information for Completing Special Education Scanning Sheets

Which areas should be completed?

1981-82 SCHOOL YEAR SCANNING SHEETS

The following areas should be completed on the scanning sheets for 1981-82 test administrations:

Section I
- Student Name and Number
- Projected School Year - 1981-82
- Grade (present column)
- School (present columns)

Section II
- Complete areas as they apply.

Section III
- Complete areas as they apply. The ovals marked for a particular grade must match the grade marked in Section I.

Section IV
- Complete areas as they apply.

1982-83 SCHOOL YEAR SCANNING SHEETS

The following areas should be completed on the scanning sheets for the 1982-83 test administrations:

Section I
- Student Name and Number
- Projected School Year - 1982-83
- Grade (present and projected columns)
- School (present column; projected if known)

Section II
- Complete areas as they apply.

Section III
- Complete areas as they apply. The ovals marked for a specific projected grade must match the projected grade marked in Section I.

Section IV
- Complete areas as they apply.

Must a #2 pencil be used?

Yes. Make dark marks which fill the oval. Light, single lines are not sufficient marking.

ATTACHMENT D-19
(Continued,
page 2 of 3)

Can a student take part of a test for experience only and part to receive a valid score?	Yes. In Section III any combination of valid (V) experience only (E), and blank ovals can be marked for a student.
What is the correct grade to use in Section III?	For the 1982-83 school year, ovals marked in Section III for a specific projected grade must match the projected grade marked in Section I.
Should we change incorrect preslugged information?	No. Supply the correct information at the top of the sheet and return sheets which have incorrect information in a separate stack from the ones which contain all correct information. We will make the needed changes.
Can the TABS be taken for experience only?	Yes, but it must be taken on-level in grades 3, 5, and 9. Students in grades 10-12 may retake it only if they did not meet the State criterion levels.
If a student takes the ITBS or STEP should the TABS be taken also?	Usually yes. Students in grades 3, 5, and 9 who take the ITBS or STEP for a valid score (V) should be able to take the TABS for a valid score (V).
In grades 9-12, when should Section IV be marked?	If the reading/math sections of the STEP or minimum competency tests in Section III are left "blank" or marked for "experience only (E)," Section IV should be completed. If the student is marked for a valid test under STEP or Minimum Competency, that student cannot be marked as "exempt" in Section IV.
Can a score be counted toward competency if the test was taken for experience only?	No. For a score (STEP, TABS, minimum competency) to be counted toward competency it must have been taken under a valid administration (V).
When is the Kuder Preference Record Profile administered?	The Kuder Preference Record Profile is administered in grades 9-12, not in grade 8 as indicated on the yellow sheet Background Information on AISD Standardized Tests.
Can all students be tested out of level?	No. Students can be tested upward or downward (one level) in grades 4-6 only. The test level should be indicated in Section IV.

Does a sheet need to be returned for each special education student?	Yes - almost. We need a sheet completed for each special education student at your campus, since an exemption from testing is indicated by no markings in Section III. Now for the exceptions. a. Speech students who are receiving no other special education service will not need a form. We agreed to assume that all of these students will take all tests. b. Homebound students who are not otherwise special education students will not need a form. They will just be considered as absent if they are not in class when the testing occurs. We will also assume that they should be tested if they are back in school. c. Kealing Teenage-Parent Program students who are otherwise not special education students will not need a form. We will assume that they should be tested. d. Students enrolled in some component schools will be assumed to be untestable, and no form will be needed. These schools are-- . St. Johns (all campuses) . State School (unless the student attends a regular campus) . Clifton Center . Marbridge
What should be done with sheets for student no longer at my school?	Throw them away.
If a student takes a test for experience only, will we receive the test results?	No. If you wish to receive test results the test must be taken in a valid administration.
Are the PIAT, WRAT, and Brigance appropriate as "other" tests?	No, since they are a part of the testing for admission into special education and are not a responsibility of the ARD Committee.
What sheet should be used for eighth-grade students?	All current grade 8 students were preslugged on a grades 9-12 (red) scanning sheet. If a grade 8 student will be retained, a K-8 (green) scanning sheet should be completed for that student.

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ATTACHMENT D-20

LETTER TO THE EDITOR

ATTACHMENT D-20
(Page 1 of 3)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 11, 1982

TO: Lawrence Buford
David Hill
Jerry Richard
Maud Sims

FROM: Glynn Ligon

SUBJECT: Letter to High School Newspaper Editors

Margaret Ruska conferred with the journalism teachers who supervise the high school newspapers, and the attached letter to the editor was sent to those who preferred that approach. To date they include Anderson and Travis. Letters were also sent to Austin and LBJ; although, their next printing deadline was probably past when they received them.

Reagan preferred an interview from which they will write an article. McCallum will not issue a paper prior to the STEP. The others are still being surveyed.

GL:if
cc: Margaret Ruska
Attachment

Approved: Freda Holley
Director of Research and Evaluation

March 10, 1982

Editors
AISD High School Newspapers

Dear Editor:

Some students have raised a very important question--"Why should I take the STEP seriously?" Every student has a right to know why two mornings a year are devoted to the STEP testing.

The Superintendent's Student Advisory Council, composed of student representatives from each high school, has suggested that the answer to this question be provided to students. One of the ways to do this is through the high school newspapers.

Here are four of the most important reasons for taking the STEP seriously.

1. Important questions are answered based on these STEP scores.

   a. By yourself

      - Am I learning as much as I want to or need to?
      - Am I prepared well enough for what I want to do after high school?
      - Do I need to study more or put more effort into my schoolwork?
      - Just how do my academic skills compare to other students'?

   b. By your teacher

      - What skills do my students have when they enroll in my classes?
      - What do my students really need to learn, and what do they already know that I can skip over?
      - What skills do my students have when they leave my classes?
      - Did I teach my students what they needed to learn?

Editors
March 10, 1982
Page 2

c. By your school

- How do our students compare academically with those in other high schools?
- What courses should students take?
- Should we change our courses to increase learning?

d. By the School District

- Are we offering the right courses?
- Do our students graduate with the skills they will need after high school?
- Do we need to improve the quality of instruction in our schools?
- How do our schools compare academically with those in other cities?

2. These STEP scores become a permanent part of your academic record.

3. These STEP scores may be used to meet the minimum competency requirements in reading and math.

4. For seniors, taking the STEP can exempt students from some final exams.

I hope this letter will lead to a better understanding of why the STEP is important.

Sincerely,

Glynn Ligon, Ph.D.
Senior Evaluator

if

ATTACHMENT D-21

PARENTS' ROLE IN STANDARDIZED TESTING

ATTACHMENT D-21
(Page 1 of 3)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 8, 1982

TO: High School Principals

FROM: Glynn Ligon

SUBJECT: Parents' Role in Standardized Testing

In last week's principals meeting, you requested a copy of the attached, "What is the Parents' Role in Preparing Students for Standardized Tests?"

Please use this in all ways possible and let us know any comments, reactions, and additions which you encounter.

GL:if
cc: Building Test Coordinator
Maud Sims
J. M. Richard
Lawrence Buford

Approved: Freda M. Holley
Director of Research and Evaluation

Approved: W. Edward Hill
Acting Assistant Superintendent for Secondary

Versión en español al otro lado

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

WHAT IS THE PARENTS' ROLE IN PREPARING STUDENTS FOR STANDARDIZED TESTS?

1. Know when the testing is happening.

2. Know what tests or types of tests are being given.

3. Show an interest by talking to the child about ---

   a) when the testing is.
   b) what the teacher has said about the testing.
   c) whether the child needs anything for the test (pencils, erasers).

4. Emphasize the child's responsibility to try his/her best so the results will be as accurate as possible.

5. Be supportive. Communicate that the test is important but not to worry about it.

6. Understand that studying or cramming for a standardized test is not a good idea. These tests cover many topics, and last-minute studying will not help much, if any.

7. Have the child ready to take the test.

   a) Avoid events that might upset the child.
   b) Be sure the child gets a good night's sleep.
   c) Prepare a good breakfast.
   d) Be sure the child is at school on time.

8. After the test, ask how everything went. Tell the child that tests are important and that trying his/her best is a good sign of growing up.

9. Look for the results. When they arrive, discuss them with the child. Look for areas to be proud of and areas where the child might need to improve.

10. Attend a parent/teacher conference.

SOME REASONS WHY ACHIEVEMENT TESTING IS IMPORTANT

1. *Test scores tell us how much a student has learned compared to other students in the same grade.*

2. *Teachers use test results to plan instruction. We want to teach what students need to learn, not what they already know.*

3. *Our School Board uses test scores to decide how well our schools are doing. Test scores help them decide where improvement is needed.*

4. *Test scores in grades 8-12 are used to show which students have learned the basic skills in reading and math. Minimum competency levels must be met before graduation.*

DISTRITO ESCOLAR DE AUSTIN
Oficina de Investigación y Evaluación

¿QUÉ DEBEN HACER LOS PADRES PARA AYUDAR A SUS NIÑOS EN LA PREPARACIÓN DE LOS EXÁMENES REQUERIDOS POR EL DISTRITO ESCOLAR?

1. Saber cuando los exámenes se llevan a cabo.

2. Saber que exámenes o tipo de exámenes se estan administrando.

3. Demuestre a su niño interés acerca de:

   a) Cuando se dan los exámenes.
   b) Qué ha dicho la maestra sobre los exámenes.
   c) Qué necesita su niño para los exámenes (lápices, borradores).

4. Explique a su niño su responsabilidad de contestar lo mejor posible para que los resultados sean exactos.

5. Dele apoyo a su niño; comuníquele que el examen es importante pero que no debe preocuparse demasiado.

6. Estudiar a última hora para prepararse para los exámenes estandarizados no es recomendable. Estos exámenes cubren muchas areas y el estudio a última hora no ayudaría.

7. Prepare a su niño para tomar el examen.

   a) Evite situaciones que trastornen a su niño.
   b) Asegure que su niño duerma bien la noche anterior al examen.
   c) Prepare un buen almuerzo.
   d) Asegure que su niño llegue a la escuela a tiempo.

8. Despues del examen, preguntele a su niño como le fué. Digale que los exámenes son importantes y que tratar de hacer lo mejor posible es muestra de que está creciendo y aprendiendo a tomar responsabilidad por lo que hace.

9. Espere los resultados del examen. Cuando lleguen, hable con su niño y diríjale la atención a las areas en que puede estar orgulloso y a las areas en que puede mejorar.

10. Asista a una junta con la maestra de su niño.

ALGUNAS RAZONES POR LAS QUE LOS EXAMENES DE APROVECHAMIENTO SON IMPORTANTES

1. *Los resultados de los exámenes indican cuanto ha aprendido un estudiante en comparación con otros estudiantes en el mismo grado.*

2. *Los maestros usan los resultados de los exámenes para planear su instrucción. Se quiere enseñar a los estudiantes lo que necesitan aprender, no lo que ya saben.*

3. *La Junta Directiva (School Board) utiliza los resultados para establecer que tan bien están nuestras escuelas. Los resultados le ayudan a los miembros de la Junta Directiva a decidir si es necesario mejorar los programas.*

4. *Los resultados de los exámenes en los grados 8-12 se usan para saber cuales estudiantes han adquirido las habilidades básicas en lectura y matemáticas. Los estudiantes deben obtener un nivel mínimo de competencia en lectura y matemáticas antes de su graduación.*

ATTACHMENT D-22

CALCULATION OF INTERPOLATED MEDIAN SCORES

171

81.24

ATTACHMENT D-22
(Page 1 of 6)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

December 9, 1981

TO: Systemwide Testing File

FROM: Glynn Ligon

SUBJECT: Documentation of the Rationale and Procedures for Calculating and Reporting the Most Appropriate Measure of Central Tendency for Use with Systemwide Achievement Test Results

1. Which measure of central tendency is more appropriate for use in reporting AISD's test results?

Measure		Advantage/Disadvantage
Mean	Advantages.	1. More easily understood 2. More easily calculated 3. Influenced by high and low achievers (Gives credit for gains by these students.)
	Disadvantage:	1. Biased if distribution is skewed
Median	Advantage:	1. Not biased if distribution is skewed
	Disadvantages:	1. Not appropriate with small groups 2. Not influenced by gains made by high and low achievers 3. Difficult to calculate when there are gaps in the distribution
	Conclusion:	The median is more appropriate for AISD since we report central tendency for schools and ethnic groups which are not normally distributed.

2. How should the median be calculated considering that all percentile or grade equivalent scores will not be present in each distribution?

Calculation		Advantage/Disadvantage
Middle Score	Advantages:	1. Easy to calculate 2. Method used in past years

Calculation		Advantage/Disadvantage
Middle Score	Disadvantages:	1. Median must be an achievable score—influenced by gaps between scores. 2. Gains can appear larger as a result of crossing gaps between achievable scores.
Interpolated Point on a Continuum	Advantages:	1. Matches definition and procedure for calculation in most statistics texts 2. Interpolates between gaps
	Disadvantages:	1. Median can be a score which is not actually achievable. 2. Difficult to calculate—must create decision rules for distributions having gaps
	Conclusion:	An interpolated calculation is more appropriate. The formula to be used and the decision rules to be followed are shown in Attachment 1.

3. On which score(s) should the median be calculated?

There is some weight to the notion that an interpolated median should be calculated on an equal interval scale (actually a continuous scale). With the ITBS and the STEP, the closest such scale is raw score. Then the median would be converted to a grade equivalent and/or a percentile.

However, the most practical method is to calculate the median independently on each type of score. This is easiest to program and also avoids re-encountering the problem of gaps in the grade equivalent and percentile distributions. The major disadvantage is that a median grade equivalent may not convert exactly through the norms tables to the median percentile which was also independently calculated.

4. What N should be required for calculating a median?

By letter, Dr. Drahozel from the Riverside Publishing Company suggested an N of about 50. Drs. Kelly and Jennings from UT suggested an N of around 10-20. However, the actual distribution of scores determines the appropriateness of a median more so than does the N. A larger N merely decreases the chances of an unusual distribution. Dr. Kelly suggested calculating a median on all N's and footnoting those below a minimum size.

Therefore, the best compromise is to calculate medians for all N's and to footnote those below 20.

5. To how many decimal places should medians be rounded?

Percentiles are traditionally whole numbers and are very infrequently presented with decimals. Therefore, median percentiles are best presented rounded to whole numbers.

Grade Equivalents represent a continuous scale and can more easily be thought of in tenths or hundredths. Since a difference of one month (.1 GE) is usually considered to be a notable difference, carrying grade equivalent medians to two decimal places would tend to minimize overemphasis of differences caused by rounding.

6. How can gains by high and low achievers be represented since the median tends to obscure changes in the extremes?

Option		Advantage/Disadvantage
Quartiles	Advantage:	1. Familiarity in AISD
	Disadvantages:	1. Sensitivity only to students moving across the 25th and the 75th percentiles 2. Difficulty in understanding and interpreting them
Medians for Students in Selected Ranges (e.g., ≥ 75th or ≤ 25th percentile)	Advantages:	1. Ranges can be selected. 2. Gains can be represented.
	Disadvantage:	1. A single year's median has little value.
Percentage of Students in Selected Ranges	Advantages:	1. A single year's percentage has value. 2. Changes from year to year are useful.
	Disadvantage:	1. Percentiles and percentages are mixed.
	Conclusion:	The percentage of students in selected ranges is most appropriate. The ranges that appear to be most meaningful are:

Percentiles	1-10 1-25 75-99 90-99
Grade Equivalents	+ 1.0 or greater - 1.0 or lower

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Systemwide Testing File
December 9, 1981
Page 4

The above issues and conclusions were reviewed at the December 9, 1981 evaluators' meeting and were revised to reflect the concensus of the staff present.

GL:if
Attachment

Approved: Freda Holley
Director of Research and Evaluation

Attachment 1

Calculation of an Interpolated Median

This attachment describes how medians are to be calulated in AISD. The important thing to keep in mind when calculating a median is that it represents a point on a line. It is the score represented by the point which divides the ranked scores into halves, such that half of the scores are larger than the median, and the other half are smaller. It is not a student. Neither is it necessarily an obtained or obtainable test score. Generally the median is calculated using the formula given below.

$$\text{Median} = A + B\,((C - D)/E)$$

Where A = the lower bound of the interval containing the median.

B = the size of the interval containing the median.

C = the number of students in the sample divided by 2.

D = the cumulative frequency below the interval containing the median.

E = the number of cases at the interval containing the median.

The following paragraphs describe how the formula above is used to calculate the median for a distribution. The description may not exactly match the code of the computer program used to get the median, but it has the same effect.

1. Construct a freqency distribution for the obtained scores.
2. Begin adding the cumulative frequencies from the bottom until the interval which contains the median is identified.
3. Determine the lower bound of the interval by adding the next lowest obtained score to the score for the interval containing the median and dividing the sum by two.
4. Determine the upper bound of the interval by adding the next highest obtained score to the score for the interval containing the median and dividing the sum by two. In cases where
   a. the obtainable scores are an equal number of units apart (e.g., raw scores are one unit apart) and
   b. there are gaps between actual obtained scores (e.g., the N is small and at least one student does not get each possible raw score), then this approach probably does not give the best estimate of the median. However, in most of our calculations the values around the median will probably be scores which many students received.
5. Calculate the size of the median interval by subtracting the lower bound from the upper bound.
6. The determination of the other values in the formula is straightforward. When the number of cases is odd, the .5 value in the quotient is retained in the calculations.

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For certain distributions, the following decision rules are used.

If the number of students in the sample divided by 2 is odd, and the number of cases at the interval containing the median is 1, then the score for the interval containing the median is the median.

In obtaining the lower bound of the interval, if there is no next lowest obtained score, then 1 is subtracted from the score for the interval containing the median to obtain a "next lowest obtained score."

In obtaining the upper bound of the interval, if there is no next highest obtained score, then 1 is added to the score for the interval containing the the median to obtain a "next highest obtained score."

If the next lowest obtained score was determined as described above then the formula is

$$\text{MEDIAN} = A + B(C/E).$$

ATTACHMENT D-23

MEMO ON REAGAN STEP TEST SCORES FOR STUDENTS TAKING FORM A INSTEAD OF FORM B

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

April 20, 1982

TO: Jimmy Viramontes, Principal
Laurel Otnes, Building Test Coordinator

FROM: Glynn Ligon

SUBJECT: STEP Test Scores for Students Taking Form A Instead of Form B

You have now received your STEP results; however, we want to inform you how we handled the problem of knowing which students took Form A rather than Form B. If you question the results for any students, please call me, and we will be glad to recheck their answer sheets.

We counted 64 Form A booklets in the boxes of STEP tests used at Reagan. Our analyses showed that 63 booklets were used. The last booklet either was not used or was used by a student who merely guessed on all tests both days. The table below summarizes our findings.

Second Period Teacher	Form Taken Day 1/Day 2			Number of Form A Booklets Used*
	A/A	A/B	B/A	
006	1	3	1	4
507	26	1	2	28
508	0	2	3	3
605	2	4	4	6
606	0	7	7	7
710	15	0	0	15
	44	17	17	63

To determine the form taken, we produced a listing of every Reagan student's Day 1 and Day 2 STEP raw score totals for both the Form A and Form B scoring keys. A Rasch person-fit statistic was calculated for each test using the Form B scoring. The person-fit statistic is highest for those students who answered easier items incorrectly and harder items correctly—a pattern that denotes guessing. By inspecting every student's data, we marked those who obviously took Form A on either Day 1 or Day 2 (i.e., higher scores on the Form A answer key and a high fit-statistic). All 78 students identified were in six classes.

The number and pattern of Form A booklets used also matched the number found in each of the STEP boxes received from Reagan.

No Form A or mixed-form student's competency status changed from "met" to "not met"; however, several moved from "not met" to "met." These student's answer sheets and other data were carefully checked, and we are confident that their competency status is now correct.

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*Assumes that booklets remained in same classes on both days.

Jimmy Viramontes & Laurel Otnes, Reagan
April 20, 1982
Page 2

I regret the one-week delay in your test results. Please contact me if you have any questions about any of these procedures.

GL:if

Approved: Freda M. Holley
Director of Research and Evaluation

Approved: V. David Hall
Acting Assistant Superintendent for Secondary

ATTACHMENT D-24

STEPS IN PROCESSING REAGAN'S STEP FORM A BOOKLETS

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Notes on Detecting Students w/ Wrong Forms

The output from these analyses have been bound together in a blue binder labeled "Identification of Reagan Students Taking Wrong STEP Form, April 1982." The details of the analyses can be determined by inspecting these printouts. The analyses will be described only generally below.

Basic Facts

1. 65 Form A STEP booklets were sent to Reagan.
2. The tests were given on the ~~d~~ two days of testing as follows

Day 1: Math Basic Concepts
Reading Parts I & II
Spelling
Capitalization & Punct.
Day 2: Science Parts I & II
Math Computation

Steps in Analyses

(one scored for Form A & one for Form B)

1. Create a tape of Reagan and Crockett students. Replace ~~$~~ item responses with item scores (1, 0). Take to UT for analysis.

☆ 2. Convert tape for UT analysis using Bob Godbout's program. Save resulting ~~log~~ file as PF. These were saved as files STEPA and STEPB.

3. Score each subtest and do freq. distribution of basic data.
4. For each subtest, do the following:
   a. Remove the subtest items and put in format for Rasch calibration.
   *b. Calibrate the subtest using PRIME program RASCH. Obtain punched output. Save as PF.
   c. Sort punched output by fit and print.
5. Make reduced file from STEPA and STEPB containing info. to be used in merged file. Reduced file must be made because whole file cannot be sorted by SPSS. Sort each by ID.
6. Sort the file of Rasch output by ID.
*7. Merge info. from reduced STEPA, STEPB, and Rasch output files to form a combined file, STEPF. ~~8. Sort STEPF by~~ Compute an average fit statistic for each day based on subtests for which the students has a score.
8. Sort STEPF by day 1 average fit and print. Sort by day 2 average fit and print.

*The resulting files from these steps have been saved on PF sets 5305/5033 and 5306/193.

Tapes:

STEP Form A results for Crockett and Reagan are on 7218/4593.

STEP Form B results for these schools are on 7221/4165.

The format for these tapes is attached.

The important permanent files produced by these analyses were retained on the two PF sets listed below. The number to the left of the PF name indicates the number of ~~#~~ line where produced above.

```
 GO:
 LISTPF 5306 1913 CF=COMMENT
 GO=
   PERMANENT FILE 5306 LISTED 10.07.31. 15 APR 82
                       LOADED 14.44.43. 09 APR 82
       (MODIFIED)      DUMPED 00.00.00.

   SECTORS ALLOCATED = 5000   SECTORS USED = 4302
   NUMBER OF FILES   =    7   SECTORS LEFT =  698

   FILE NAME  VERSION SECTORS    TIME       DATE

   COMMENT  *      3        2    10.07.20. 15 APR 82
4b PUMCONA  *      1      106    11.13.24. 10 APR 82
           PUNCHED OUTPUT FROM RASCH CALIB--MATH CONCEPTS--FORM A--REAGAN
4b PUMCONB  *      1      106    11.13.25. 10 APR 82
           PUNCHED OUTPUT FROM RASCH CALIB--MATH CONCEPTS--FORM B -REAGAN
4b PUREA1B  *      1      103    11.50.15. 10 APR 82
           RASCH OUTPUT FOR READING PART 1--FORM B
4b PUREA2B  *      1      106    13.16.58. 10 APR 82
           RASCH OUTPUT FOR READING PART 2 -- FORM B
2  STEPB    *      1     3611    21.51.37. 09 APR 82
           CONVERTED STEP FORM B--REAGAN AND CROCKETT
7  STEPF    *      1      260    16.26.34. 13 APR 82
           FINAL COMBINED FILE--REAGAN-DAY TOTALS,AVERAGE FIT, SUBTEST FIT

   * = MODIFIED FILE
```

4

```
CC:
LISTPF 5305 5033 CF=COMMENT
GO:
  PERMANENT FILE 5305 LISTED 10.01.54. 15 APR 82
                      LOADED 14.39.45. 09 APR 82
       (MODIFIED)     DUMPED 00.00.00.

  SECTORS ALLOCATED = 5000   SECTORS USED = 4054
  NUMBER OF FILES   =   14   SECTORS LEFT =  946

  FILE NAME  VERSION SECTORS   TIME      DATE

  COMMENT  *     1       2   09.57.38. 15 APR 82
4b PUCAPB  *     1     106   14.24.18. 10 APR 82
        RASCH OUTPUT FOR CAPITALIZATION FORM B
4b PUSCI1B *     1     106   13.41.55. 10 APR 82
        RASCH OUTPUT FOR SCIENCE PART 1 -- FORM B
4b PUSCI2B *     1     106   13.57.58. 10 APR 82
        RASCH OUTPUT FOR SCIENCE PART 2--FORM B
4b PUSPELB *     1     106   14.12.38. 10 APR 82
        RASCH OUTPUT FOR SPELLING -- FORM B
  REACON   *     7       2   10.58.18. 13 APR 82
        CONTROL FILE FOR STEP ANALYSES--REAGAN
  REACON2  *     2       1   11.24.18. 10 APR 82
        CONTROL FILE FOR STEP ANALYSES--REAGAN
  REACON3  *     1       1   16.22.12. 09 APR 82
        CONTEOL FILE FOR STEP ANALYSES--REAGAN
  REACON4  *     1       1   16.55.23. 09 APR 82
        CONTROL FILE FOR STEP ANALYSES--REAGAN
  REACON5  *     2       1   22.16.51. 09 APR 82
        CONTROL FILE FOR STEP ANLAYSES--REAGAN
  REACON6  *     1       1   10.58.20. 13 APR 82
        CONTROL FILES FOR STEP ANALYSES--REAGAN
  REACON7  *     2       1   11.40.13. 13 APR 82
        CONTROL FILE FOR STEP ANLSYSES--REAGAN
  REACON8  *     4       1   16.47.49. 13 APR 82
        CONTROL FILE FOR STEP ANALYSES--REAGAN
2 STEPA    *     1    3611   15.14.40. 09 APR 82
        CONVERTED STEP TAPE FORM A--REAGAN AND CROCKETT-4-82

  * = MODIFIED FILE
```

Programs to merge the files are included in the bound printouts.

The analyses cost $205.92, $193.28 in time and $12.64 in supplies.

FILE LAYOUT JOSÉ'S COPY PAGE 1 OF 2

☑ LABELED ☐ UNLABELED

LABEL ID EV4STP18

TAPE NO. ______

BY TOM R.

LOCKSIZE 3843 CHARACTERS (7 RECS).

DATE CREATED 5/81

CORD SIZE 549 CHARACTERS

DENSITY 1600 BPI

SEQUENCE STU. NUM.

DESCRIPTION STEP ITEM RESPONSE FILE 1980-81 DISTRICTWIDE

REMARKS

NO. of COLS.	COLUMNS FROM	TO	DATA FORMAT	FIELD NAME	REMARKS
7	1	7	NUMERIC	STUDENT NUMBER	
27	8	34	ALPHA	" NAME	
3	35	37	NUMERIC	SCHOOL CODE	AT TEST TIME
2	38	~~39~~ 40		Advisor Code	
1	~~40~~	~~40~~	~~ALPHAMERIC~~	~~ETHNICITY~~	
1	41	41	"	SPEC. ED. CODE	1 = 1-3 hours inclusive 2 = more than 3 hours / SPACE IF NEITHER
2	42	43	NUMERIC	GRADE LEVEL	(9-12) AT TEST TIME
1	44	44	ALPHAMERIC	LEP CODE	LEP = 1 OR 2 ; SPACE IF NOT LEP
1	45	45	ALPHA	FORM	'A' OR 'B'
1	46	46	"	SEX	M, F OR BLANK
1	47	47	ALPHAMERIC	MATH CONCEPTS	SPECIAL CIRCUMSTANCES:
1	48	48	"	READING	BLANK = NONE
1	49	49	"	SCIENCE	'X' = SUB-TEST NOT TAKEN
1	50	50	"	MECH. OF WRITING	'¥' = SPEC. CIRCUMSTANCE
1	51	51	"	SOCIAL STUDIES	ABOVE IS TRUE EXCEPT FOR
1	52	52	"	ENGL. EXPRESSION	MECH. OF WRITING:
1	53	53	"	MATH. COMPUTATIONS	'X', '¥', BLANK = SAME AS ABOVE
					A = SPEC. CIRCUMSTANCE, ONLY SPELLING WAS TAKEN
					B = SPEC. CIRCUMSTANCE, ONLY CAP. + PUNC. TAKEN
					Y = NO SPEC. CIRCUMSTANCE, ONLY CAP. + PUNC. TAKEN
					Z = NO SPEC. CIRCUMSTANCE, ONLY SPELLING TAKEN.

FILE LAYOUT

PAGE 2 OF 2

☑ LABELED ☐ UNLABELED

LABEL ID EJ4STP18

TAPE NO. ______

BY TOM R.

BLOCKSIZE 3843 CHARACTERS (7 RECS).

DATE CREATED 5/81

RECORD SIZE 549 CHARACTERS

DENSITY 1600 BPI

SEQUENCE STU. NUM.

DESCRIPTION STEP ITEM RESPONSE FILE 1980-81 DISTRICTWIDE

REMARKS ______

NO. of COLS.	COLUMNS FROM	TO	DATA FORMAT	FIELD NAME	REMARKS
50	54	103	ALPHAMERIC	MATH BASIC CONCEPTS	A, B, C, D, BLANK OR @
30	104	133	"	READING, PART I	"
30	134	163	"	" , " II	"
45	164	208	"	SCIENCE, PART I	"
30	209	238	"	" , " II	"
45	239	283	"	M OF W, SPELLING	"
45	284	328	"	" , CAP. + PUNCT.	"
35	329	363	"	SOC. STUDIES, PART I	"
35	364	398	"	" " , " II	"
40	399	438	"	ENGL. EXPRESSION, PART I	"
25	439	463	"	" " , " II	"
60	464	523	"	MATH COMPUTATIONS	"
7	524	530	NUMERIC	SCAN. DOC. #, SIDE 1	(80-81 IS FIRST YEAR WITH
7	531	537	"	" " , SIDE 2	2 SIDES (1 SCANNER SHEET)
7	538	544	FILLER		
5	545	549	NUMERIC	SCANNER SHEET #	

ATTACHMENT D-25

STEP REPORT DISTRIBUTION LIST

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ATTACHMENT D-25
(Page 1 of 2)

STEP 1981-82

Distribution of Reports

INDIVIDUAL STUDENT REPORTS

Report	# of Copies and Recipient
Green and white labels bearing individual student scores, alphabetic by school by grade	2 Schools (one for registrar and one for cumulative folder)
White brochure labels bearing individual student scores, alphabetic by school by grade	1 Schools
Alphabetic listing of individual student scores by school by grade	3 Schools 1 ORE (paper replaced by microfiche) 1 Supervisor of Psychological Services 1 Extra 6 Total
Reading rank order listing of individual student scores, by school by grade by reading percentile	3 Schools 1 ORE (paper replaced by microfiche) 4 Total
Math computation rank order listing of individual student scores, by school by grade by math computation percentile	3 Schools 1 ORE (paper replaced by microfiche) 2 Extras 6 Total
Math basic concepts rank order listing of individual student scores, by school by grade by math basic concepts percentile	3 Schools 1 ORE (paper replaced by microfiche) 2 Extras 6 Total
Report of Seniors not taking the STEP	3 Schools 1 ORE 4 Total

Revised: May 6, 1982

STEP 1981-82

Distribution of Reports

SCHOOL AND DISTRICT SUMMARY REPORTS

Report	# of Copies and Recipient
School summary skills analysis	2 Schools
	4 Secondary Instructional Coordinator Teams
	1 Associate Superintendent for Instruction
	1 Assistant Superintendent, Secondary
	1 Director of Secondary School Curriculum
	1 Director of Secondary School Management
	1 ORE (white paper)
	1 Extra
	12 Total
School summary stanine report	2 Schools
	4 Secondary Instructional Coordinator Teams
	1 Associate Superintendent for Instruction
	1 Assistant Superintendent, Secondary
	1 Director of Secondary School Curriculum
	1 Director of Secondary School Management
	1 ORE (white paper)
	1 Extra
	12 Total
District summary skills analysis	11 Schools
	4 Secondary Instructional Coordinator Teams
	1 Associate Superintendent for Instruction
	1 Assistant Superintendent, Secondary
	1 Director of Secondary School Curriculum
	1 Director of Secondary School Management
	1 ORE (white paper)
	1 Extra
	21 Total
District summary stanine report	11 Schools
	4 Secondary Instructional Coordinator Teams
	1 Associate Superintendent for Instruction
	1 Assistant Superintendent, Secondary
	1 Director of Secondary School Curriculum
	1 Director of Secondary School Management
	1 ORE (white paper)
	1 Extra
	21 Total

Revised: May 6, 1982

81.24

ATTACHMENT D-26

STUDENTS IN SYSTEMWIDE TESTING REPORTS AND ANALYSES

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

February 18, 1982

TO: Freda Holley

FROM: Glynn Ligon

SUBJECT: Students to Include or to Exclude for Systemwide Testing Reports and Analyses

Please review and approve the attached outline for this year's reports. These are the same decision rules used in 80-81.

GL:if
Attachment

Approved: ______________________
Director of Research and Evaluation

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Students to Include or to Exclude for Systemwide Testing Reports and Analyses

1981-82 Report/Analysis	Special Education (Any tested for experience only have no scores on file)	LEP	Special Circumstances	Absences	Missing Data	School Code Changes Grade Level Changes Entry Date Test Level Test Changes Longitudinal/Other
Achievement Profiles "ALL STUDENTS"	excl: ≥ 1 hr/day in gr. K-6 > 3 hr/day in gr. 7-12	excl: A & B	incl: all sp. circ.	excl: only for the tests missed (fewer than 3 items answered)	ethnicity: all unknown go in Anglo/Other	retainees: incl. all in current gr. 1st graders in a K classroom should have taken the K level and be included in K results.
"MATCHED"	excl: ≥ 1 hr/day in gr. K-6 > 3 hr/day in gr. 7-12	excl: A & B based on latest year only	incl: all sp. circ.	incl: only if all tests taken all years	ethnicity: all unknown go in Anglo/Other Stu. Num.: no matches if missing any year	excl: if grade level does not increase by 1 (no more, no less) each year.
Labels, Rank Order Listings, Alpha Listings, Individual or Classroom Skills Summaries, Math Card Labels, Microfiche	incl: all tested	incl: all tested	incl: all tested	excl: only for the tests missed (fewer than 3 items answered)	print all missing data as blanks	
Sch. Skills Summary	excl: same as profiles	excl: A & B	incl: all sp. circ.	excl: same	N/A	

ATTACHMENT D-26
(Continued, page 2 of 3)

ATTACHMENT D-27

AISD MEDIAN STEP PERCENTILES FOR 1981-82, BY ETHNICITY, BASED ON 1970 AND 1978 NORMS

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81.24

ATTACHMENT D-27
(Page 1 of 2)

1970 NORMS

GRADE	ETHNICITY	READING					ENGLISH EXPRESSION					MATH COMPUTATION					MATH BASIC CONCEPTS					SOCIAL STUDIES					MECHANICS OF WRITING					SCIENCE				
		77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82
9	BLACK	15	14	14	16	15	11	10	11	11	-	14	15	15	18	15	17	15	16	17	16	12	13	12	13	-	11	11	11	-	14	12	12	12	-	12
	HISP.	16	16	20	18	20	11	11	14	15	-	17	20	24	25	24	18	18	23	21	23	15	15	19	16	-	13	13	15	-	17	14	15	18	-	15
	OTHER	52	51	53	51	52	42	42	46	46	-	51	51	54	56	54	51	49	55	55	55	45	44	46	46	-	43	43	47	-	48	53	56	58	-	58
	TOTAL	39	34	35	33	34	28	24	26	27	-	36	35	38	38	37	38	36	36	36	37	33	28	31	29	-	30	29	31	-	32	38	37	38	-	36
10	BLACK	13	14	14	14	18	10	11	12	11	-	14	20	20	19	22	17	19	19	19	[illegible]	13	16	14	15	-	10	17	15	-	17	10	15	13	-	15
	HISP.	18	19	19	20	19	15	17	14	18	-	22	27	28	31	31	25	25	28	27	30	19	22	21	21	-	17	19	20	-	21	19	22	20	-	22
	OTHER	56	54	56	53	56	49	49	49	50	-	54	56	60	61	57	61	60	62	61	62	52	51	51	49	-	44	46	47	-	47	59	56	60	-	56
	TOTAL	42	42	41	37	41	35	36	34	34	-	41	44	44	44	43	46	45	45	45	45	36	38	36	34	-	32	34	34	-	33	44	45	42	-	41
11	BLACK	14	13	18	13	17	11	10	12	9	-	18	19	[illegible]	23	26	22	21	23	21	25	14	12	15	11	-	14	14	16	-	17	16	12	17	-	15
	HISP.	19	19	22	19	22	15	15	17	16	-	28	[illegible]	33	31	34	29	28	31	29	32	20	20	23	20	-	21	23	23	-	25	21	21	24	-	25
	OTHER	56	56	58	57	57	47	50	52	52	-	57	60	61	61	61	63	65	66	67	67	50	53	53	52	-	46	50	51	-	51	57	60	60	-	59
	TOTAL	43	42	46	40	41	35	38	38	36	-	45	48	49	48	47	53	54	56	51	54	39	42	42	38	-	36	38	39	-	38	46	47	49	-	44
12	BLACK	14	14	14	15	13	8	7	12	13	-	12	14	15	18	19	23	21	21	26	24	11	13	13	14	-	13	13	16	-	13	12	13	14	-	14
	HISP.	19	17	25	21	18	16	17	21	19	-	[illegible]	27	29	27	26	27	30	32	31	28	19	20	24	22	-	20	20	23	-	20	20	22	30	-	22
	OTHER	54	53	55	52	54	48	48	49	51	-	58	59	58	57	61	63	64	64	65	69	53	53	50	50	-	44	48	46	-	46	59	57	57	-	57
	TOTAL	41	44	47	42	40	34	39	40	40	-	46	50	50	47	46	52	55	55	53	53	40	43	44	41	-	35	39	40	-	36	45	49	51	-	44

ATTACHMENT D-27
(Continued,
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1978 NORMS

GRADE	ETHNICITY	READING					ENGLISH EXPRESSION					MATH COMPUTATION					MATH BASIC CONCEPTS					SOCIAL STUDIES					MECHANICS OF WRITING				
		77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82
9	BLACK	37	36	36	37	37	26	25	27	27	-	32	33	33	40	33	30	29	30	30	30	22	23	22	23	-	27	27	28	-	32
	HISP.	37	37	43	39	43	28	28	33	34	-	38	41	47	48	47	32	32	39	37	39	24	24	28	24	-	31	31	33	-	36
	OTHER	64	63	65	63	64	63	63	67	67	-	75	75	78	79	76	67	65	71	70	71	60	59	62	63	-	68	69	72	-	73
	TOTAL	56	53	53	52	53	50	47	49	50	-	60	59	62	62	61	57	55	55	55	56	44	39	41	39	-	52	50	55	-	58
10	BLACK	33	34	34	34	38	26	29	30	29	-	30	40	40	40	42	27	29	29	29	31	16	20	18	20	-	26	33	31	-	34
	HISP.	38	39	38	39	39	33	34	32	35	-	42	49	50	56	55	37	37	41	41	43	25	28	27	27	-	34	37	39	-	42
	OTHER	61	60	61	59	61	66	65	66	67	-	78	79	81	82	80	71	71	72	72	72	77	76	76	74	-	70	71	71	-	71
	TOTAL	52	52	50	49	51	54	55	53	53	-	67	70	70	70	69	56	56	56	56	56	51	54	50	48	-	57	59	59	-	59
11	BLACK	36	35	37	35	37	30	29	32	28	-	34	35	37	40	46	33	31	35	32	38	20	17	21	17	-	33	33	36	-	40
	HISP.	38	38	40	38	40	37	37	38	38	-	49	49	54	52	56	42	41	44	42	44	29	27	33	28	-	44	46	46	-	49
	OTHER	58	58	59	59	59	71	74	76	76	-	78	82	83	83	82	72	76	77	77	77	79	81	81	81	-	74	77	77	-	78
	TOTAL	53	52	53	51	52	59	63	63	61	-	68	70	73	71	71	65	65	66	63	65	66	70	70	64	-	65	67	67	-	67
12	BLACK	33	33	33	34	32	28	26	32	35	-	26	29	30	35	38	36	34	33	39	37	16	20	20	21	-	34	36	39	-	36
	HISP.	36	35	42	38	36	38	39	47	44	-	45	49	52	49	47	40	42	44	43	40	30	33	42	37	-	48	49	53	-	47
	OTHER	57	57	58	56	57	73	73	75	77	-	77	77	77	77	78	74	76	76	76	81	78	78	77	77	-	74	80	79	-	79
	TOTAL	51	53	54	52	50	61	65	66	66	-	67	71	70	68	67	62	65	65	63	63	70	72	73	71	-	64	70	70	-	66

ATTACHMENT D-28

PERCENT OF AISD STUDENTS SCORING IN SELECTED STEP PERCENTILE RANGES IN 1981-82, BASED ON 1970 AND 1978 NORMS

1970 NORMS

GRADE	ETHNICITY	READING PERCENTILE RANGES					
		1-10	1-25	1-50	50-99	75-99	90-99
09	BLACK	34.4	63.3	89.0	12.1	2.9	0.7
	HISPANIC	27.6	59.9	84.2	17.0	5.2	2.0
	ANGLO/OTHER	5.6	20.0	45.9	56.0	29.1	13.7
	TOTAL	16.2	38.6	63.1	38.5	18.5	8.4
10	BLACK	34.1	57.6	83.6	16.4	3.8	1.1
	HISPANIC	28.9	57.8	80.2	19.8	6.4	1.6
	ANGLO/OTHER	6.1	18.5	42.0	58.0	31.7	13.5
	TOTAL	15.7	33.8	57.2	42.8	[illegible]	9.1
11	BLACK	31.7	65.4	86.3	13.7	4.7	0.7
	HISPANIC	26.3	55.2	77.8	22.2	7.8	3.0
	ANGLO/OTHER	6.3	19.7	43.7	56.3	33.6	15.5
	TOTAL	14.2	33.9	57.2	42.8	23.9	10.7
12	BLACK	41.8	70.0	88.7	12.3	3.8	0.8
	HISPANIC	32.2	61.6	83.5	17.1	7.5	2.8
	ANGLO/OTHER	9.4	23.5	46.7	55.0	32.8	15.0
	TOTAL	18.4	37.5	59.8	41.6	23.8	10.6

1970 NORMS

GRADE	ETHNICITY	MATHEMATICS BASIC CONCEPTS PERCENTILE RANGES					
		1-10	1-25	1-50	50-99	75-99	90-99
09	BLACK	39.5	62.4	89.8	10.2	2.2	0.6
	HISPANIC	24.7	53.4	82.2	17.8	5.4	1.8
	ANGLO/OTHER	8.5	19.0	43.3	56.7	32.8	14.4
	TOTAL	19.1	35.4	61.3	38.7	20.5	8.8
10	BLACK	29.8	53.1	82.8	17.2	4.0	1.9
	HISPANIC	19.9	40.5	73.3	26.7	9.3	3.0
	ANGLO/OTHER	5.8	14.4	37.4	62.6	36.0	17.6
	TOTAL	12.6	26.5	52.8	47.2	24.9	11.8
11	BLACK	20.1	49.2	80.4	19.6	6.5	1.8
	HISPANIC	16.4	36.6	68.9	31.1	12.9	4.9
	ANGLO/OTHER	4.2	11.3	30.9	69.1	41.4	20.6
	TOTAL	9.1	22.1	46.1	53.9	30.3	14.5
12	BLACK	28.2	52.5	79.5	21.3	6.1	0.3
	HISPANIC	20.2	46.1	71.7	29.6	13.4	3.9
	ANGLO/OTHER	5.6	14.9	33.6	68.1	43.4	17.8
	TOTAL	11.6	26.3	47.5	54.0	32.3	12.6

GRADE	ETHNICITY	MATHEMATICS COMPUTATION PERCENTILE RANGES					
		1-10	1-25	1-50	50-99	75-99	90-99
09	BLACK	37.3	66.5	87.5	13.1	2.3	0.6
	HISPANIC	23.5	51.0	77.6	24.5	6.7	1.6
	ANGLO/OTHER	7.2	20.3	44.2	57.6	31.6	12.2
	TOTAL	16.6	36.1	60.2	41.5	20.3	7.5
10	BLACK	22.1	54.5	82.5	18.4	4.6	1.5
	HISPANIC	13.4	40.4	73.0	29.2	10.0	2.5
	ANGLO/OTHER	3.2	15.5	40.8	60.8	34.7	17.0
	TOTAL	8.5	27.3	54.7	47.0	24.4	11.3
11	BLACK	20.0	46.1	84.1	15.9	5.1	2.1
	HISPANIC	11.2	33.4	69.5	30.1	12.0	4.0
	ANGLO/OTHER	4.6	13.5	36.9	63.1	34.2	16.1
	TOTAL	9.2	22.3	50.6	49.4	25.3	11.6
12	BLACK	30.6	61.4	85.5	14.5	3.5	0.5
	HISPANIC	17.9	49.7	74.8	25.2	9.9	2.0
	ANGLO/OTHER	7.5	20.5	39.6	60.4	34.5	11.5
	TOTAL	12.8	32.1	53.0	47.0	25.3	8.1

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1970 NORMS

GRADE	ETHNICITY	MECHANICS OF WRITING PERCENTILE RANGES					
		1-10	1-25	1-50	50-99	75-99	90-99
09	BLACK	40.5	65.8	88.5	12.7	3.8	0.7
	HISPANIC	31.3	58.2	81.4	20.5	6.1	1.0
	ANGLO/OTHER	10.8	25.1	52.6	49.6	26.3	9.9
	TOTAL	21.2	40.6	66.1	35.8	17.3	6.1
10	BLACK	34.1	61.9	87.7	13.4	5.0	1.5
	HISPANIC	29.2	54.1	80.4	21.0	7.2	1.8
	ANGLO/OTHER	10.2	25.2	52.7	49.8	25.7	9.7
	TOTAL	18.3	37.6	64.5	37.5	18.2	6.6
11	BLACK	33.3	61.5	83.5	16.5	5.2	1.1
	HISPANIC	27.1	52.0	75.7	24.3	9.5	2.3
	ANGLO/OTHER	9.4	24.9	47.5	52.5	28.2	11.3
	TOTAL	16.6	36.0	58.7	41.3	21.0	7.9
12	BLACK	40.4	69.9	87.5	13.6	4.0	1.0
	HISPANIC	31.3	58.0	82.0	19.5	6.8	2.2
	ANGLO/OTHER	13.6	28.8	54.1	48.0	26.1	8.2
	TOTAL	20.8	40.3	64.3	37.6	19.2	6.0

GRADE	ETHNICITY	SCIENCE PERCENTILE RANGES					
		1-10	1-25	1-50	50-99	75-99	90-99
09	BLACK	46.6	72.0	88.4	11.6	3.0	0.1
	HISPANIC	40.1	61.3	82.8	17.2	5.8	2.2
	ANGLO/OTHER	9.3	19.7	41.6	58.4	32.1	15.1
	TOTAL	23.5	39.2	60.0	40.0	20.5	9.3
10	BLACK	38.6	65.0	84.3	15.7	3.4	0.8
	HISPANIC	27.6	53.9	77.7	22.3	5.8	2.0
	ANGLO/OTHER	6.4	19.2	40.8	59.2	29.6	14.1
	TOTAL	16.3	34.3	55.9	44.1	20.2	9.3
11	BLACK	41.3	68.3	87.6	12.4	4.6	0.9
	HISPANIC	27.7	50.9	77.8	22.2	7.8	2.6
	ANGLO/OTHER	6.5	16.7	39.7	60.3	32.9	14.1
	TOTAL	16.0	31.3	54.7	45.3	23.5	9.8
12	BLACK	41.8	68.5	88.3	13.5	3.0	0.3
	HISPANIC	27.3	56.9	81.4	22.3	8.0	2.2
	ANGLO/OTHER	7.4	19.3	41.1	62.1	31.8	12.9
	TOTAL	16.2	33.6	55.7	47.5	23.1	9.0

1970 NORMS

GRADE	ETHNICITY	SPELLING PERCENTILE RANGES					
		1-10	1-25	1-50	50-99	75-99	90-99
09	BLACK	29.8	54.6	79.2	20.8	6.5	1.3
	HISPANIC	23.6	50.8	75.3	24.7	9.1	1.7
	ANGLO/OTHER	10.4	25.[illegible]	51.8	48.2	25.6	9.0
	TOTAL	17.2	37.0	62.5	37.5	18.1	5.8
10	BLACK	27.0	54.6	77.4	23.0	7.7	3.1
	HISPANIC	23.4	50.1	77.8	23.8	8.1	2.8
	ANGLO/OTHER	9.6	27.3	51.3	51.3	23.2	7.4
	TOTAL	15.5	36.8	61.4	40.6	17.3	5.7
11	BLACK	26.2	48.0	76.5	28.3	7.7	2.0
	HISPANIC	24.9	45.3	75.6	28.4	11.8	3.7
	ANGLO/OTHER	11.1	25.1	51.1	53.1	27.7	10.7
	TOTAL	16.2	32.7	60.0	44.3	21.4	8.0
12	BLACK	33.5	59.7	83.6	18.6	7.8	1.8
	HISPANIC	30.9	51.2	76.8	25.4	9.2	2.4
	ANGLO/OTHER	15.2	29.2	55.8	47.9	24.8	7.3
	TOTAL	20.8	37.8	63.8	39.4	19.4	5.6

GRADE	ETHNICITY	CAPITALIZATION AND PUNCTUATION PERCENTILE RANGES					
		1-10	1-25	1-50	50-99	75-99	90-99
09	BLACK	44.7	72.2	87.4	12.6	2.2	0.6
	HISPANIC	33.0	60.6	81.3	18.7	5.3	1.1
	ANGLO/OTHER	11.1	26.6	47.1	52.9	26.6	9.3
	TOTAL	22.5	43.2	62.8	37.2	17.0	5.7
10	BLACK	41.2	70.5	88.9	11.1	3.3	1.0
	HISPANIC	31.7	54.4	79.4	20.6	6.1	2.1
	ANGLO/OTHER	11.4	26.6	52.8	47.2	24.9	11.4
	TOTAL	20.8	40.0	64.6	35.4	17.3	7.6
11	BLACK	40.0	63.8	87.1	15.2	5.2	0.9
	HISPANIC	24.6	48.2	77.9	25.8	9.2	1.8
	ANGLO/OTHER	9.7	21.9	47.7	55.6	30.8	10.4
	TOTAL	17.3	33.5	59.8	43.4	22.5	7.2
12	BLACK	46.1	70.0	89.7	11.1	3.0	0.8
	HISPANIC	28.9	57.0	82.7	17.8	5.7	0.9
	ANGLO/OTHER	12.8	27.2	52.5	50.0	25.7	7.6
	TOTAL	20.6	39.0	63.6	38.3	18.6	5.4

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1978 NORMS

		READING PERCENTILE RANGES					
GRADE	ETHNICITY	1-10	1-25	1-50	50-99	75-99	90-99
09	BLACK	7.3	30.7	72.4	31.9	3.1	0.1
	HISPANIC	5.0	25.7	63.9	40.2	5.0	0.3
	ANGLO/OTHER	1.2	5.0	23.1	80.1	31.1	3.8
	TOTAL	3.2	14.7	42.1	61.6	19.9	2.3
10	BLACK	4.8	29.1	75.4	24.6	2.7	0.0
	HISPANIC	4.9	24.4	72.1	27.9	4.8	0.0
	ANGLO/OTHER	0.4	5.1	31.4	68.6	24.0	0.9
	TOTAL	2.1	13.3	47.6	52.4	16.3	0.6
11	BLACK	2.9	20.9	79.1	23.4	1.3	0.0
	HISPANIC	1.8	17.3	70.2	33.3	5.2	0.3
	ANGLO/OTHER	0.5	3.8	32.2	71.3	21.0	2.5
	TOTAL	1.1	9.1	47.1	56.3	14.8	1.7
12	BLACK	8.3	33.1	81.1	18.9	1.9	0.0
	HISPANIC	2.9	23.0	77.4	22.6	3.9	0.0
	ANGLO/OTHER	1.8	6.3	35.2	64.8	18.8	0.4
	TOTAL	3.0	13.3	49.8	50.2	13.5	0.3

		WRITING SKILLS PERCENTILE RANGES					
GRADE	ETHNICITY	1-10	1-25	1-50	50-99	75-99	90-99
09	BLACK	10.9	40.6	70.4	29.6	12.8	4.5
	HISPANIC	7.9	31.3	61.9	38.1	20.5	6.4
	ANGLO/OTHER	2.4	10.9	28.4	71.6	49.7	27.9
	TOTAL	5.3	21.2	44.2	55.8	35.5	18.4
10	BLACK	13.8	34.1	64.6	35.4	11.1	5.7
	HISPANIC	10.8	29.2	55.6	44.4	18.4	8.1
	ANGLO/OTHER	2.7	10.2	26.8	73.2	44.9	28.1
	TOTAL	6.3	18.3	39.3	60.7	33.5	20.0
11	BLACK	10.2	28.7	57.0	43.0	17.6	9.3
	HISPANIC	5.0	22.8	48.5	51.5	26.0	15.4
	ANGLO/OTHER	2.0	7.3	23.0	77.0	54.2	39.2
	TOTAL	3.8	13.7	33.3	66.7	42.9	29.8
12	BLACK	9.9	33.9	64.1	37.0	15.4	9.1
	HISPANIC	4.1	26.5	54.3	46.8	23.0	14.7
	ANGLO/OTHER	3.1	11.1	24.8	76.0	53.4	40.5
	TOTAL	4.3	17.3	36.1	64.8	42.1	31.1

1978 NORMS

GRADE	ETHNICITY	MATHEMATICS COMPUTATION PERCENTILE RANGES					
		1-10	1-25	1-50	50-99	75-99	90-99
09	BLACK	11.5	37.3	70.3	33.5	12.2	2.4
	HISPANIC	6.1	23.4	55.9	45.1	22.5	7.3
	ANGLO/OTHER	1.9	7.2	22.8	79.7	55.8	33.3
	TOTAL	4.6	16.6	39.5	63.9	39.8	21.4
10	BLACK	6.5	24.8	60.6	39.4	18.5	3.8
	HISPANIC	3.1	15.8	43.6	56.4	29.2	6.6
	ANGLO/OTHER	1.0	3.8	17.9	82.1	60.8	28.6
	TOTAL	2.4	9.9	30.5	69.5	47.0	19.8
11	BLACK	9.0	24.7	50.2	45.8	15.9	4.8
	HISPANIC	3.2	13.7	38.0	62.0	30.1	10.9
	ANGLO/OTHER	1.4	5.7	15.8	84.2	63.2	33.1
	TOTAL	2.9	10.1	25.4	74.6	49.4	24.4
12	BLACK	14.9	34.0	65.0	36.8	10.8	3.0
	HISPANIC	8.5	22.7	54.1	47.9	21.4	8.5
	ANGLO/OTHER	3.2	9.2	22.7	78.5	56.3	30.0
	TOTAL	5.9	15.3	34.5	66.6	43.0	22.0

GRADE	ETHNICITY	MATHEMATICS BASIC CONCEPTS PERCENTILE RANGES					
		1-10	1-25	1-50	50-99	75-99	90-99
09	BLACK	16.0	39.3	73.6	30.2	5.2	1.1
	HISPANIC	10.7	28.8	63.6	39.9	11.6	3.4
	ANGLO/OTHER	2.6	8.5	25.5	76.5	46.4	24.7
	TOTAL	7.0	19.0	43.6	59.1	30.4	15.2
10	BLACK	16.0	38.4	68.5	31.5	6.9	3.1
	HISPANIC	9.6	25.9	56.4	43.6	13.8	6.0
	ANGLO/OTHER	2.4	8.2	23.9	76.1	47.8	29.0
	TOTAL	6.3	17.1	38.3	61.7	33.6	19.7
11	BLACK	11.3	33.9	71.3	28.7	9.7	5.2
	HISPANIC	7.0	25.1	59.0	41.0	21.7	11.2
	ANGLO/OTHER	2.0	6.1	21.2	78.8	55.1	38.5
	TOTAL	4.4	14.2	36.5	63.5	41.5	27.9
12	BLACK	10.9	37.4	71.5	28.5	10.4	5.1
	HISPANIC	8.3	30.1	63.8	36.2	18.9	12.1
	ANGLO/OTHER	2.3	8.8	25.5	74.5	55.0	39.3
	TOTAL	4.7	17.0	39.4	60.6	41.7	29.2

81.24 PERCENT OF AISD STUDENTS SCORING IN SELECTED STEP RANGES SINCE 1979-80 IN READING AND MATH, BASED ON 1970 NORMS

GRADE	ETHNICITY	READING						MATH COMPUTATION					
		PERCENTILE RANGE 1-25			PERCENTILE RANGE 75-99			PERCENTILE RANGE 1-25			PERCENTILE RANGE 75-99		
		79-80	80-81	81-82	79-80	80-81	81-82	79-80	80-81	81-82	79-80	80-81	81-82
9	BLACK	71	67	68	3	3	3	69	60	67	3	3	2
	HISP.	63	65	60	6	4	5	54	50	51	8	8	7
	OTHER	-	20	20	-	28	29	-	18	20	-	33	32
	TOTAL	40	40	39	18	18	19	39	34	36	21	21	20
10	BLACK	70	68	60	4	4	4	57	57	55	5	5	5
	HISP.	61	57	58	7	7	6	45	39	40	10	11	10
	OTHER	-	21	19	-	32	32	-	15	16	-	37	35
	TOTAL	36	36	34	22	22	22	29	27	27	26	26	24
11	BLACK	64	72	65	5	4	5	59	54	46	7	5	5
	HISP.	55	61	55	10	7	8	37	37	33	11	9	12
	OTHER	-	20	20	-	34	34	-	13	14	-	35	34
	TOTAL	33	36	34	26	24	24	24	24	22	28	25	25
12	BLACK	69	64	70	3	5	4	72	61	61	3	8	4
	HISP.	58	57	62	8	10	8	50	48	50	9	9	10
	OTHER	-	24	24	-	31	33	-	20	21	-	33	35
	TOTAL	31	35	38	28	24	24	29	30	32	29	25	25

NOTE: There are no comparable percentages for Other students for 1979-80.

ATTACHMENT D-30

LONGITUDINAL SUMMARY OF STEP READING MEDIANS FOR 1981-82 STUDENTS

READING					
YEAR	GRADE	BLACK	HISPANIC	ANGLO/ OTHER	TOTAL
81-82	12	14	21	58	44
80-81	11	17	25	62	49
79-80	10	21	23	66	52
78-79	9	21	26	62	49
(N)		(241)	(278)	(1078)	(1597)
81-82	11	20	26	60	47
80-81	10	18	27	60	47
79-80	9	22	27	62	50
(N)		(288)	(382)	(1251)	(1921)
81-82	10	21	19	61	45
80-81	9	22	22	60	44
(N)		(380)	(470)	(1458)	(2308)

81.24

ATTACHMENT D-31

STUDENTS TESTED BUT SCORES EXCLUDED FROM SCHOOL AND DISTRICT PROFILES, FOR 1980-81 AND 1981-82

ATTACHMENT D-31
(Page 1 of 2)

GRADE	Number of LEP 1 & 2 Tested but Excluded from Profiles		[1]Number of Sp. Ed. Tested but Excluded from Profiles		Number of Sp. Ed. Tested for Experience Only or Exempted & Excluded from Profiles		Total Number Excluded from Profiles		% of Total Tested Excluded from Profiles		[2]Total Number of Sp. Ed. Excluded from Profiles	
	1981	1982	1981	1982	1981	1982	1981	1982	1981	1982	1981	1982
K	-	91	-	117	-	5		213	-	5.8	-	222
1	147	166	108	225	-	43	255	464	6.2	10.7	108	298
2	73	84	162	204	-	64	235	352	5.9	8.8	162	268
3	67	67	258	194	-	57	325	318	7.9	8.2	258	251
4	55	79	284	242	-	88	339	409	7.8	10.0	284	330
5	38	53	336	203	-	106	374	362	8.9	8.5	336	309
6	49	48	291	228	-	139	340	415	8.7	9.9	291	367
1-6	429	497	1439	1326	-	497	1868	2320	7.6	9.4	1439	1823
7	48	56	30	14	-	55	78	125	2.0	3.[illegible]	30	69
8	50	44	32	41	-	24	82	109	2.1	2.9	32	65
7 & 8	98	100	64	55	-	79	160	234	2.1	3.0	64	134
9	68	74	218	195	-	69	286	338	5.8	7.7	218	264
10	44	45	153	143	-	31	197	219	5.1	6.4	153	174
11	29	47	96	88	-	19	125	154	3.6	4.7	96	107
12	10	29	30	17	-	12	40	58	1.3	2.0	30	29
9-12	151	195	497	443	-	131	648	769	4.2	5.2	497	574

[1] Tested for a valid score.

[2] Columns 2 + 3

ADDITION TO ATTACHMENT D-31

	Number Validly Tested and Included in 1982 Profiles	Number of Sp. Ed. Students Enrolled in 1982
K	3485	157
1	3887	543
2	3628	454
3	3581	510
4	3695	600
5	3893	564
6	3773	597
7	3934	511
8	3689	485
9	4067	619
10	3190	448
11	3139	334
12	2884	165
	(Took at least one test.)	

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ATTACHMENT D-32

81.24

IMPACT OF RETAINEES UPON STEP SCORES

GRADE	VARIABLE	READING 80-81	READING 81-82	READING DIFFERENCE	MATH COMPUTATION 80-81	MATH COMPUTATION 81-82	MATH COMPUTATION DIFFERENCE	MATH BASIC CONCEPTS 80-81	MATH BASIC CONCEPTS 81-82	MATH BASIC CONCEPTS DIFFERENCE
9	Standard Median	52	53	+1	62	61	-1	55	56	+1
	Adjusted Median	54	56	+2	66	66	0	58	60	+2
	Retainee Impact	-2	-3	-1	-4	-5	-1	-3	-4	-1
10	Standard Median	49	51	+2	70	69	-1	56	56	0
	Adjusted Median	49	51	+2	69	67	-2	55	55	0
	Retainee Impact	0	0	0	+1	+2	+1	+1	+1	0
11	Standard Median	51	52	+1	71	71	0	63	65	+2
	Adjusted Median	51	52	+1	71	70	-1	64	64	0
	Retainee Impact	0	0	0	0	+1	+1	-1	+1	+2
12	Standard Median	52	50	-2	68	67	-1	63	63	0
	Adjusted Median	51	49	-2	67	64	-3	62	62	0
	Retainee Impact	+1	+1	0	+1	+3	+2	+1	+1	0

GRADE	Standard N 1981	Standard N 1982	Adjusted N 1981	Adjusted N 1982	Number of Retainees* 1981	Number of Retainees* 1982
9	3926	4122	3437	3385	489	737
10	3707	3246	3746	3378	- 39	-132
11	3333	3157	3349	3251	- 16	- 94
12	2830	2819	2866	2916	- 36	- 97

*Negative numbers indicate losses in number of students at that grade due to retention of students at other grades.

Definitions:

Standard Median (with retainees in actual grade) = A + B from this grade.

Adjusted Median (with retainees returned to their regular grade) = A + B from lower grade.

Retainee Impact = Difference between Standard Median and Adjusted Median.

A = regular students who were not retained.

B = retainees who were in the same grade in both 80-81 and 81-82.

Students included were tested both years on the test shown, were not LEP A or B in 1981-82, and did not receive at least 1 hour per day in grades 1-6 or more than 3 hours per day in grades 7-12 of special education instruction in 81-82.

Medians were calculated using GE's in grades 1-8 and percentiles in grades 9-12.

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81.24

PERCENT OF AISD STUDENTS TAKING STEP READING TEST BY ETHNICITY, 1980 THROUGH 1982

Grade	Ethnicity	Percent of Total		
		1980	1981	1982
9	Black	17%	19%	18%
	Hispanic	25%	25%	25%
	Other	58%	56%	57%
	Total N	4478	3926	4122
10	Black	15%	15%	17%
	Hispanic	21%	24%	22%
	Other	64%	61%	61%
	Total N	3905	3707	3246
11	Black	13%	15%	15%
	Hispanic	18%	20%	21%
	Other	69%	65%	64%
	Total N	3334	3333	3157
12	Black	8%	12%	14%
	Hispanic	13%	18%	19%
	Other	79%	70%	66%
	Total N	2704	2830	2819

ATTACHMENT D-34

STEP MEDIAN PERCENTILE SCORES BY LUNCH STATUS AND ETHNICITY FOR 1981-82, AND CORRELATION BETWEEN LUNCH STATUS AND ACHIEVEMENT

READING

GRADE	LUNCH STATUS	BLACK		HISPANIC		OTHER	
		%ILE	(N)	%ILE	(N)	%ILE	(N)
9	Free/Reduced	14	(328)	14	(328)	41	(120)
	Full Price	30	(162)	30	(308)	58	(1570)
	(Correlation)	(.2979)		(.3075)		(.1545)	
10	Free/Reduced	16	(271)	16	(276)	42	(123)
	Full Price	30	(200	27	(323)	61	(1549)
	(Correlation)	(.2561)		(.2088)		(.1333)	
11	Free/Reduced	12	(223)	17	(233)	37	(73)
	Full Price	25	(182)	27	(364)	59	(1653)
	(Correlation)	(.2671)		(.2505)		(.1179)	
12	Free/Reduced	9	(182)	12	(178)	26	(63)
	Full Price	15	(173)	23	(324)	57	(1591)
	(Correlation)	(.1597)		(.2341)		(.1349)	

MATH BASIC CONCEPTS

GRADE	LUNCH STATUS	BLACK		HISPANIC		OTHER	
		%ILE	(N)	%ILE	(N)	%ILE	(N)
9	Free/Reduced	16	(326)	17	(329)	48	(119)
	Full Price	26	(161)	31	(306)	62	(1568)
	(Correlation)	(.2176)		(.2604)		(.0742)	
10	Free/Reduced	21	(272)	26	(273)	49	(124)
	Full Price	28	(200)	39	(325)	66	(1541)
	(Correlation)	(.1249)		(.1695)		(.1184)	
11	Free/Reduced	22	(221)	26	(231)	57	(73)
	Full Price	35	(182)	37	(360)	70	(1642)
	(Correlation)	(.2545)		(.2243)		(.0997)	
12	Free/Reduced	17	(180)	21	(179)	48	(63)
	Full Price	32	(172)	34	(324)	70	(1588)
	(Correlation)	(.2053)		(.2523)		(.0824)	

ATTACHMENT D-34
(Continued,
page 2 of 2)

MATH COMPUTATION

GRADE	LUNCH STATUS	BLACK		HISPANIC		OTHER	
		%ILE	(N)	%ILE	(N)	%ILE	(N)
9	Free/Reduced	14	(325)	20	(334)	50	(123)
	Full Price	26	(162)	39	(302)	60	(1572)
	(Correlation)	(.2466)		(.2397)		(.0896)	
10	Free/Reduced	23	(272)	29	(264)	48	(119)
	Full Price	26	(202)	36	(317)	64	(1539)
	(Correlation)	(.0812)		(.1278)		(.0970)	
11	Free/Reduced	23	(212)	29	(231)	55	(76)
	Full Price	31	(186)	39	(362)	65	(1642)
	(Correlation)	(.2046)		(.1874)		(.0679)	
12	Free/Reduced	16	(182)	20	(178)	49	(62)
	Full Price	23	(170)	32	(325)	62	(1576)
	(Correlation)	(.1600)		(.2354)		(.0541)	

Systemwide Evaluation

Appendix E

IOWA TESTS OF BASIC SKILLS (ITBS)

Instrument Description: Iowa Tests of Basic Skills, 1978 Edition, Form 7

Brief description of the instrument:

The ITBS is a standardized multiple-choice achievement battery.
Level 5 was given to kindergarten students to measure skills in the areas of listening (spring only), language (fall and spring), and math (spring only). Levels 7 and 8 were given to grades 1 and 2, respectively, to measure skills in the areas of word analysis, vocabulary, reading comprehension, spelling, math concepts, math problems, and math computation. ITBS levels 9-14 were administered to grades 3-8 with the test level for students in grades 4-6 chosen on the basis of their previous achievement scores (with teacher review). Levels 9-14 include subtests in all the areas mentioned for levels 7 and 8, except for word analysis. In addition, levels 9-14 include subtests measuring capitalization, punctuation, usage, visual materials, and reference materials.

To whom was the instrument administered?

All elementary and junior high students, grades K-8. Special education students were exempted as per Board Policy 5127 and its supporting administrative regulation. Students of limited English proficiency (LEP) were not exempt, but could be excused after one test on which they could not function validly. Scores for students who were monolingual or dominant in a language other than English were not included in the school or District summaries.

How many times was the instrument administered?

Once to each student in grades 1-8, twice to students in kindergarten.

When was the instrument administered?

Kindergarten students were tested the week of September 8-11. The elementary schools administered the test April 20, 21, and 22 to students in grades K-6. The dates for the junior high administration were February 16, 17, and 18. Tests were administered in the morning. Make-ups were administered the week after the regular testing.

Where was the instrument administered?

In each AISD elementary and junior high school, usually in the student's regular classroom.

Who administered the instrument?

Classroom teachers in the elementary schools. In the junior high schools, the counselor or principal administered the test over the public address system using taped directions provided by ORE. Teachers acted as test monitors in their classrooms at these schools.

What training did the administrators have?

Building Test Coordinators participated in planning sessions prior to the testing. Teacher training was the responsibility of the Building Test Coordinator. However, teacher inservice training was available from ORE upon request. Teachers and counselors received written instructions from ORE, including a checklist of procedures and a script to follow in test administration.

Were there problems with the instrument or the administration that might affect the validity of the data?

No known problems with the instrument. Problems in the administration are documented in the monitors' reports which are available at ORE.

Who developed the instrument?

The University of Iowa. The ITBS is published by the Riverside Publishing Company (Houghton Mifflin Company).

What reliability and validity data are available on the instrument?

The reliability of the subtests, as summarized by Kuder-Richardson Formula 20 coefficient, ranges from .50 to .98, across subtests and levels. The issues of content and construct validity are addressed in the publisher's preliminary technical summary, pp. 13-15.

Are there norm data available for interpreting the results?

Norm data are available in the Teacher's Guide. The Teacher's Guide provides empirical norms (grade equivalent, percentile, stanine) for the fall and spring. Interpolated norms are available for midyear. National, large city, and school building norms are available.

IOWA TESTS OF BASIC SKILLS
Part I
Basic Skills

Purpose

The purpose of Part I of this appendix is to provide information pertinent to answering the following decision and evaluation questions from the 1981-82 Basic Skills Evaluation Design:

> Decision Question 1: Based on the data from the 1981-82 school year, should the five-year priorities plan for improvement of basic skills be implemented as planned?
>
> > Evaluation Question D1-1: How did AISD elementary and junior high school students perform in 1981-82:
> >
> > a) compared to the nationwide norming sample?
> > b) compared grade by grade?
> > c) compared to the urban district norming sample?
> > d) compared to previous years' achievement scores?

Procedure

Data Collection: Test Administration.

AISD kindergarteners took the Iowa Tests of Basic Skills (ITBS) Level 5 Language Test September 8 through 11 with make-up testing the following week. The ITBS, Form 7 (1978 Edition) was administered districtwide in grades 7 and 8 on February 18 through February 20, 1982. Make-up testing, if required, was done during February 19 through February 26. Districtwide test administrations for grades K-6 were conducted April 20 through April 22, 1982. Any necessary make-up testing was conducted on April 22 through April 30. An effort was made in the scheduling of administration dates to avoid testing on holidays, the end of six-weeks periods, and on both Monday and Friday.

Data Collection: Student Exemptions from ITBS Testing.

The policy regarding exemption from systemwide achievement testing has changed several times over the past few years. Since achievement test data for past years as well as for the current year are presented in this appendix, changes in the composition of the test population need to be taken into account. The Office of Research and Evaluation (ORE) assumed responsibility for the testing program in 1975-76 and specific criteria for exempting students from districtwide achievement testing were adopted. The exemption policies for the years for which data are reported are listed below for both junior high and elementary schools.

A. Junior High School Exemption Policies

1. Exemptions for Special Education Students

- In the 1979-80 school year, only students who were enrolled in integrated or self-contained special education classes were exempted from the testing. Resource room students were required to take the test and their scores were included in the school summaries.
- Beginning with the 1980-81 school year, special education students were exempted from ITBS testing by the local Admission, Review, and Dismissal (ARD) Committee.

2. Exemptions for Non-English-Speaking Students and Students with Limited-English Proficiency

- During the 1979-80 school year there was no language exemption from districtwide achievement testing. However, scores for students who were classified as monolingual or dominant in a language other than English were not included in school or District summaries. These classifications were made on the basis of individual administrations of the Listening section of the Comprehensive English Language Test to all students for whom English was not obviously the dominant language.
- Beginning with the 1980-81 school year a partial exemption from testing was available to certain limited-English-proficient (LEP) students. After the administration of the first subtest (Vocabulary), LEP students who were dominant or monolingual in a language other than English could be excused from other tests if in the teacher's judgment the student could not understand English well enough to answer about one out of four items correctly. This determination was to be made for each test separately since a LEP student who may be unable to take a reading comprehension test may be able to do reasonably well on a math computation test (see Attachment E-1).

B. Elementary School Exemption Policies (Spring, Grades K-6)

1. Exemptions for Special Education Students

- For the 1979-80 school year special education students who spent one hour or more per day in the resource room, or who were enrolled in an integrated or self-contained classroom, were exempted from testing.

- Beginning with the 1980-81 school year, special education students were exempted from ITBS testing by the local Admission, Review, and Dismissal (ARD) Committee.

2. Exemptions for Non-English Speaking Students with Limited-English Proficiency

- During the 1979-80 school year, there was no language exemption from districtwide achievement testing. However, scores for students who were classified as monolingual or dominant in a language other than English were not included in school or District summaries. These classifications were made on the basis of individual administrations of the Primary Acquisition of Languages test to all students for whom English was not obviously the dominant language.

- Beginning with the 1980-81 school year a partial exclusion from testing was available to certain limited-English-proficient (LEP) students. After the administration of the first subtest (Vocabulary in grades 1-6, Listening in kindergarten), LEP students who were dominant or monolingual in a language other than English could be excused from other tests if in the teacher's judgment the student could not understand English well enough to answer about one out of four items correctly. This determination was to be made for each test separately since a LEP student who may be unable to take a reading comprehension test may be able to do reasonably well on a math computation test (see Attachment E-1).

C. Kindergarten Exemption Policies (Fall, ITBS Level 5 Language Test)

1. Exemptions for Special Education Students

- Special education students were exempted from taking the ITBS Level 5 Language test by the local ARD Committee. Students whose ARD Committees had not yet made a determination regarding their inclusion in or exclusion from testing for 1981-82 could be exempted at the discretion of the principal.

2. Exemptions for Non-English-Speaking Students With Limited-English Proficiency

- Limited-English-Proficient (LEP) students in Langua[illegible] Categories A and B were exempted from the ITBS Level 5 Language test, but could be tested at the discretion of the teacher.

Inclusion of Students in ITBS Reports

The elementary and junior high schools receive several types of test reports, providing both individual and school results (see Attachments E-2 through E-5).

All students' scores are reported in the alphabetic and rank order listings, except special education students who took the test even though they were exempted by their ARD Committee, or who took the test for experience only. For 1981-82, student's scores were excluded from the school and District skills analysis reports and achievement profiles under the following conditions (see Attachment E-6):

Grades K-6	Special Education. Scores for special education students who received one or more hours of special education services per day, or who took the test even though exempted by their ARD Committee, or who took the test for experience only.
Grades 7 and 8:	Special Education. Scores for special education students who received more than three hours of special education services per day, or who took the test even though exempted by their ARD Committee, or who took the test for experience only.
Grades K-8:	LEP. Scores for students who are dominant or monolingual in a language other than English.

Preadministration Procedures: Test Security.

The security of any standardized test must be of continued importance if the results from that test are to provide useful and accurate information. Again this year, records were kept of the number of booklets sent to each school for test administration. ORE personnel visited the junior high schools after the testing to count, verify, box, and label the number of test booklets being returned from a particular school. Boxes of booklets from the elementary testing were counted after their return to ORE. ORE staff contacted schools regarding missing booklets or other test materials not accounted for.

Preadministration Procedures: Test Processing.

The test processing system received only minor modifications from last year. Like last year, ORE staff worked on weekends and scanned the answer sheets themselves at that time, rather than having Data Services personnel do the scanning during the regular work week.

The junior high building test coordinators (BTC's) delivered their answer sheets to ORE on the Friday of make-up testing week. The elementary BTC's delivered their answer sheets and booklets to collection points around the city on the Friday's of the regular week of testing and make-up testing. This personal delivery of the testing materials to ORE personnel, combined with the processing procedures mentioned above, allowed test results to be sent to the schools in a very short period of time. Both the junior high schools and elementary schools received results within a week of testing. Figure E-1 presents the dates on which the ITBS was administered and ITBS reports were sent to the schools.

Activity	Dates
Junior High Testing:	February 16 - 18
. Make-up testing:	February 19 - 26
. BTC delivery of answer sheets to ORE:	February 25 and 26
. First results for individual students sent:	March 1
. Final school summaries sent:	March 11
Elementary Testing:	April 20 - 22
. Make-up testing:	April 23 - 30
. Grades 3-6 results sent:	May 3
. Grades 1 and 2 results sent:	May 10 and 12
. Kindergarten results sent:	May 10, 12, and 13

Figure E-1: DATES OF ITBS TESTING AND REPORTS

Preadministration Procedures: Preparation of District Personnel.

Meetings were held with the junior high (Attachment E-7) and elementary (Attachment E-8) school building test coordinators to discuss any changes in procedures and receive input regarding testing plans.

Additional information about the ITBS testing was communicated through Nuts and Bolts of Testing (Publication Number 81.31), a bulletin for the BTC's. Its purpose was to provide summaries of the BTC meetings, information related to points raised at those meetings, and other issues related to the ITBS. Four issues of Nuts and Bolts were devoted to the junior high testing, and seven issues to the elementary testing in 1981-82.

Preadministration Procedures: Testing Special Education Students.

Some new procedures for determining inclusion or exclusion of special education students from standardized testing were initiated during the 1981-82 school year.

During the spring of 1981, the ARD Committees determined the testing status of each special education student. An optical scanning form (Attachment E-9) was developed and the special education supervisors/coordinators coded the testing status onto these forms in the fall for the 1981-82 test administrations (Attachment E-10). The Local Support Teams (LST's) received materials to assist them in determining the testing status of students for the 1982-83 school year (Attachment E-11). The scanner sheets for the 1982-83 school year were preslugged with student identifying information (Attachment E-12) and provided to the elementary and junior high special education teachers. They were to complete them prior to each student's annual ARD (Attachment E-13). Based upon feedback from completing the forms for 1981-82, an information sheet was developed to facilitate completion for 1982-83 (Attachment E-14).

The Special Education Student Participation in Standardized Testing Forms for 1981-82 were scanned and processed, and the schools were provided a listing to update prior to testing (Attachment E-15). Missing or incorrect information on these scanning forms was handled as follows:

Problem	Resolution
No test level filled in for a student in grades 4-6.	If the ITBS was to be taken (validly or for experience only), a "downward one level" designation was made for that student.
Oval filled in for testing the student upward or downward one level in grades K-3, 7 or 8.	Student must be tested on level in these grades so the marking was overridden.
Student is to take a test on a grade level other than the one the student is in.	The Student Master File grade designation was used as the correct grade placement. Ovals were filled in as needed to reflect the correct grade level. (Changes from K to 1 were checked with the school, since some kindergarten students are officially designated as first grade students.)

After the testing special education personnel received listings of all special education students tested (Attachment E-16), for use in deciding the testing status of students for 1982-83. The scores of students tested for experience only or exempt but tested was not to become a part of the permanent record for these students.

Preadministration Procedures: The Parents' Role in the Test Preparation of Students.

In a continuing effort to ensure that the tests accurately reflect achievement and not other variables, the parents' role in standardized testing was defined (Attachment E-17). This information was distributed to principals, school faculties, and parents at various meetings (e.g., PTA and PAC).

Preadministration Procedures: Revisions in Calculating Median Percentile Scores.

This year ORE reassessed the measures of central tendency used for reporting District achievement test results along with the procedures for calculating them. The median continues to be the most appropriate measure of central tendency for AISD because achievement is not normally distributed along school or ethnic lines. The calculation of the median score was changed to fit the true definition, that is, the point which divides the ranked scores into halves. The procedures used for calculating this interpolated point on a continuum can be found in Attachment E-18.

All District median percentile and grade equivalent scores reported for 1981-82 were determined through this method. Scores for previous years were recalculated using this procedure. Some scores reported as medians in previous years may not be equal to the interpolated medians as calculated this year. Longitudinal scores presented here are all based upon the method of calculating median scores as outlined in Attachment E-18.

Preadministration Procedures: Reporting Grade Equivalent Scores.

Percentile rank scores have been the type of norm score reported to parents and District personnel for several years. ORE staff have felt that the ITBS grade equivalent (GE) scores should be reported also, since they provide information and interpretations which cannot be made on the basis of percentile rank scores.

The topic of reporting ITBS GE scores was discussed at the fall BTC meetings and at the November 23 Superintendent's Cabinet meeting (Attachment E-19). The cabinet approved the recommendation that both percentile and GE scores be reported to school personnel, but decided that GE scores should not be sent home to parents.

Secondary personnel requested that GE scores not be reported to junior high personnel until the 1982-83 school year, so staff development could occur on the proper use of GE scores. Training for elementary personnel included two sessions for principals and instructions coordinators (Attachment E-20). Materials developed for these meetings included a pretest (Attachment E-21), information on how a test is normed (Attachment E-22), understanding GE's and percentiles (Attachment E-23), and a posttest (Attachment E-24).

Preadministration Procedures: Large City and Composite Scores.

To facilitate the reporting of ITBS Large City and Composite scores, grade equivalent-to-percentile tables were entered onto our ITBS norms files. The publisher's spring norms were entered for grades 1-6 with interpolated norms entered for grades 7 and 8. These junior high norms were interpolated for February (X.67) testing following the same procedures used in 1979 for the other junior high norms (see ORE Publication Number 79.14)

Preadministration Procedures: Standardized Test Administration - Fall 1981, Kindergarten, Level 5 Language Test.

The ITBS Level 5 test was chosen in June, 1981 as the test to be administered to AISD kindergarten students, replacing the Boehm Test of Basic Concepts (Attachment E-25). The Level 5 Language Test was selected as the appropriate test to administer in the fall for determining students eligible for Title I services, with the Listening, Language, and Mathematics Tests to be administered in April as a regular part of the systemwide testing program.

The Riverside Publishing Company granted permission to reproduce the Level 5 Language Test for fall testing (Attachment E-26). An ITBS Level 5 Language Test practice test was developed (Attachment E-27) from the Boehm practice test to acquaint the students with the item format and directions of the ITBS.

The BTC's received a checklist for monitoring the testing activities (Attachment E-28), while teachers received a checklist (Attachment E-29) and an envelope (Attachment E-30) with instructions for test administration.

The Language tests from Title I schools were hand-scored as soon as they were received from those schools, with a two-day maximum turnaround time allowed for this process. Preliminary results were sent to these schools (Attachment E-31) and then the test responses were keypunched along with the tests from non-Title I schools. The schools received their reports on September 28 (Attachment E-32) along with a handout on the skills objectives on the tests to be administered in the spring (Attachment E-33).

The publisher's fall percentile norms were used in reporting the results, but interpolated items norms were calculated since we tested about six weeks earlier than the critical norming date (Attachment E-34).

Preadministration Procedures: Standardized Test Administration, Spring 1982.

As in previous years, the answer sheets (for grades 3-8) were delivered to the schools with all of the student and school identification information already preprinted (preslugged) by the computer. Test administration time was saved by this method, and the accuracy of the identifying information was increased. Machine-scorable booklets for grades 1 and 2 were used again in 1981-82. These booklets were processed at the Dallas Independent School District Data Processing Department. Again this year ORE hired coders to precode the student identifying information onto the booklets. They were then packaged by classroom and sent to the school. This saved teacher time and resulted in a greater degree of accuracy.

The answer sheets for the junior high schools were preprinted without the updating of information via verification listings sent to the schools. Like last year, the files used for this preslugging process at the junior high level (Student Grade Report (SGR)) were sufficiently current to eliminate an information updating procedure.

ORE provided all the test preparation materials necessary for the ITBS testing. All teachers in the District received two handouts which outlined the activities which should be performed to adequately prepare their students for the ITBS. The Guidelines for Test Administrators (Publication Number 80.64) briefly stated activities which were required, optional, and prohibited before, during, and after the test. The Packet for the Preparation of Students for the ITBS was developed for three separate groups of students. One packet contained materials for preparing students in grades 3-8 (Publication Number 80.63), while another was designed for students in grades 1 and 2 (Publication Number 80.70). The four documents in these packets included scripts to 1) introduce standardized testing, 2) provide basic principles of testwiseness, 3) administer the practice test, and 4) stress the importance of being prepared to take the test.

Each building test coordinator received supplementary scripts on how to use a separate answer sheet and hints on testwiseness (see Publication Number 80.63). The third packet was developed this year for students in kindergarten (Attachment E-35, Publication Number 81.64) and included scripts to 1) introduce standardized testing, 2) provide basic principles of testwiseness, and 3) stress the importance of being prepared to take the test.

The practice test for the ITBS was developed in 1979-80 to standardize the amount and kind of preparation for the test administration. In addition it served to acquaint the students with the test-taking procedures and item formats of the ITBS. For 1981-82 the practice test was required in grades 1-3 but optional for grades 4-8. It was recommended that students in grades 4-8 take the practice test if they were new to the District or had not taken the ITBS before this year.

ORE provided detailed instructions on the management of the testing operations. Junior high school and elementary school principals received a checklist to help monitor the testing activities (Attachment E-36 and E-37, respectively). The elementary principals also received the filmstrip and script developed last year on administering the ITBS in grades 1-6 (see Publication Number 80.39). Materials provided to the junior high building test coordinators included a checklist (Attachment E-38), a sheet to help them manage the distribution of materials (Attachment E-39), and hints for testing LEP students (Attachment E-1). Instructions for the junior high school teachers are presented in Attachment E-40. Elementary building test coordinators received a checklist (Attachment E-41), a list of important dates to remember (Attachment E-42), and the hints for testing LEP students. Other materials they received were essentially the same as last year (see Publication Number 80.39): sheets to help with the distribution of materials, specific instructions on assigning test levels for students in grades 4-6, and the error in the printing of the ITBS multilevel form 7 test booklet.

Kindergarten teachers received a checklist (Attachment E-43) and modifications to the ITBS directions (Attachment E-44). Teachers in grades 1 and 2 received the checklist given in Attachment E-45, with the checklist in Attachment E-46 provided to teachers in grades 3-6. The modifications of the ITBS test directions for grades 1 and 2 and 3-6 can be found in Publication Number 80.39.

One feature communicated in these directions merits special notice, the Special Circumstances Log (Attachment E-47). The testing administration procedures allowed teachers who detected a student's taking a test or tests under possibly invalidating conditions (e.g., a student with poor vision whose glasses were left at home) to indicate that fact. The Special Circumstances fields on the answer sheet or Master List of Students to Take the ITBS - Grades K, 1, and 2 were designated as the places where these marks should be placed. All teachers were provided with a copy of the Special Circumstances Log, on which the details of such circumstances were to be described. Teachers were provided with guidelines as to what would and would not constitute a special circumstance. The building test coordinators reviewed the special circumstances logs from the teachers and filled in the appropriate field on the student's answer sheet or Master List of Students to Take the ITBS - Grades K, 1, and 2. The logs were filed on each campus for future reference.

All ITBS testing reports provided to the schools which contained individual student's results were flagged with an asterisk (*) if special circumstances were indicated. By this means, counselors and teachers who used these reports in later years would know that some unusual circumstances had occurred and could consult the special circumstances logs for more detail. The summary results that are described in this appendix, however, ignore these designations and report on all students, since the norming procedures for the ITBS did not include any provisions for eliminating students who took the test uder personal circumstances that may have affected the test results.

Preadministration Procedures: Functional-Level Testing.

Functional-level testing in 1981-82 was limited to grades 4-6, as in previous years. The test level for students in grades 4-6 was determined by the previous year's achievement on the ITBS. The decision rules that were used to arrive at the test-level placement for students who had 1980-81 achievement scores on the ORE files are as follows:

> Middle Level: Both Reading Total and Math Total scores were above the 15th percentile and below the 90th percentile. (All students without test scores were assigned to the middle level.)
>
> Low Level. If either the Reading Total or Math Total score was at or below the 15th percentile, and the other area was not above the 75th percentile. If achievement was above the 75th percentile on the other area, the middle level was assigned. (Special education students were assigned to the lower level if the ARD Committee failed to designate a particular test level.)
>
> High Level: If either the Reading Total or Math Total score was at or above the 90th percentile, and the other area was not below the 35th percentile. If achievement was below the 35th percentile in the other area, the middle level was assigned.

A verification list (Attachment E-48) was sent to the elementary schools in February showing the level on which each student was to be tested. Teachers reviewed these lists and made changes in test levels if a large error had occurred in the assignment of a student's test level. The principal reviewed the changes that were made and verified that the changes were necessary and within the scope of the test level assignment guidelines (Attachment E-49).

The number of students tested (based upon Vocabulary Test results) in 1981-82 at the various levels is indicated in Figure E-2.

Grade	N	9	10	11	12	13
4	3,673	739 (20.1%)	2,469 (67.2%)	465 (12.7%)		
5	3,873		806 (20.8%)	2,472 (63.8%)	595 (15.4%)	
6	3,759			667 (17.7%)	2,330 (62.0%)	762 (20.3%)

Figure E-2. NUMBER OF STUDENTS TESTED OUT-OF-LEVEL IN GRADES 4-6 FOR 1981-82 (BASED UPON VOCABULARY TEST).

A comparison of the percentage of students tested upward versus downward in grades 4-6 in the past three years (Figure E-3) reveals that fewer students were tested upward and downward this year than in 1980-81, with more students tested on level.

The 1981-82 school year continues the trend in more students being tested downward than upward.

Test Level	Number and Percent Tested in 1979-80	Number and Percent Tested in 1980-81	Number and Percent Tested in 1981-82
Upward	2,773 (24.3%)	2,003 (17.6%)	1,822 (16.1%)
On Level	7,090 (62.2%)	7,054 (62.1%)	7,271 (64.3%)
Downward	1,538 (13.5%)	2,303 (20.3%)	2,212 (19.6%)
Total	11,401	11,360	11,305

Figure E-3. NUMBER AND PERCENT OF STUDENTS IN GRADES 4-6 TESTED UPWARD, ON LEVEL, AND DOWNWARD IN 1979-80 THROUGH 1981-82.

Brochure for Kindergarten

A brochure was needed for the kindergarten students this year since they were being tested in April as a part of the systemwide testing program. The brochure (see Publication Number 81.69) was designed to take advantage of recently developed laser-printing techniques in which individual student test scores can be printed directly onto the brochure. This eliminates the need for teachers to apply a gummed score label to the brochure.

The paper size for the printer used (Xerox 9700) is limited to 8½ x 11 inches, so this brochure had to be smaller in size than the ones for grades 1-8. Responses from parents and school personnel will be evaluated next year to decide if the other test brochures will be designed along these lines.

Analyses

AISD Compared to National Norms, and Comparisons Among Grades in AISD.

Two types of descriptive analyses of AISD districtwide ITBS results were done, in comparison with the national norm group results.

First the districtwide median percentile score for each grade, on each test, was compared with the score of the national norming sample at this point (the 50th percentile). These comparisons provide a summary of how AISD achievement differs from the achievement of the 1978 national reference group.

To get a more detailed picture of how the entire range of achievement levels in AISD compares with the range of achievement levels in the nationwide norming sample, a second type of analysis was done. The percent of AISD students who scored in each of certain ranges of percentile scores was computed for the following areas:

Kindergarten	Grades 1 and 2	Grades 3-8
	Reading Total	Reading Total
Language	Spelling	Language Total
Listening	Word Analysis	Work-Study Total
Mathematics	Math Total	Math Total

These percentages provide the means for comparing the performance of AISD students at selected achievement levels with the performance of students at the same levels in the national norming sample. For example, the percent of AISD students in each grade who made a percentile rank score of 1-10 was computed for each of the tests applicable in a certain grade. For a given test, this figure represents the percentage of AISD students at each grade level whose scores were equivalent to those of the bottom 10% of the students in the nationwide norming sample. The same computation was done for the bottom 25% of the norming sample, the top 25%, and the top 10%.

AISD Composite ITBS Scores.

The median total ITBS battery composite scores were computed using the national norms and the urban district norms as reference groups. Since ITBS scores for grades 7 and 8 are interpolated to the AISD testing dates, the composite scores were likewise interpolated for those grades.

AISD Compared to Urban Norms.

The Riverside Publishing Company, publisher of the ITBS, provides a special set of norms based exclusively on the achievement of students in the norming sample residing in urban areas. In order to compare the achievement of AISD students to that of the students in the urban norming sample, the AISD median scores were recomputed, using the percentile ranks derived from the urban district sample. The Reading Total median percentiles were calculated by averaging the Reading Vocabulary and Reading Comprehension tests for each grade, since the publisher does not provide urban norms for Reading Total. These Reading Total median percentiles may tend to underestimate normed scores above the 50th percentile and overestimate normed scores below the 50th percentile. Urban norms for grades 7 and 8 were interpolated for the AISD testing dates (mid-February).

Current-Year Achievement Compared to Previous Years.

Districtwide median ITBS percentile scores for each test administered in grades 1-8 were computed, for the past three school years.

Achievement of Students Who Were in AISD the Past Two and Three Years.

To analyze the effect of population change upon District achievement scores the median percentile score was computed for those students that took the ITBS tests in each of the past two and three years. These matched group scores provide a means for comparing achievement of the same group of students over a two-year and three-year period.

Note on Scores for Students Tested in Each of the Past Two and Three Years.

Median percentile scores for students tested in each of the past two and three years were computed by matching student numbers on the 1981-82 ITBS test file with the identical numbers on the previous years' files. The following conditions had to be met in order to be included in these analyses:

1. The student took all ITBS tests given each year.
2. The student's grade level increased by one each year.
3. The student was not classified LEP A or B for 1981-82.
4. If a special education student, the student did not receive one or more hours of special education services per day in 1981-82, did not take the test for experience only, or was exempted from testing by the ARD Committee but took the test.

Results

Evaluation Question D1-1: How did AISD elementary and junior high school students perform in 1981-82:

a) compared to the nationwide norming sample?

b) compared grade by grade?

c) compared to the urban district norming sample?

d) compared to previous years' achievement scores?

Compared to the Nationwide Norming Sample

Attachment E-50 presents the districtwide median percentile and grade equivalent scores for 1981-82 for the major ITBS test areas administered to AISD students in grades 1-8, based on the national norming sample.

- AISD districtwide median percentile and grade equivalent scores are above the national average in grades 1-8 in all major areas.

- AISD students achieve highest in language and lowest in math.

Districtwide composite scores for the ITBS Basic Battery (Grades 1 and 2) and Complete Battery (Grades 3-8) for 1981-82 and previous years are shown in Figure E-3.

- AISD Composite scores are above the median for all grades for 1981-82.

Grade	1979-80 Composite Scores (National)	1981-82 Composite Scores (National)	1981-82 Composite Scores (National)	1981-82 Composite Scores (Urban)
1	60	61	61	76
2	57	59	61	79
3	56	56	62	82
4	57	57	55	79
5	56	60	59	84
6	52	58	60	85
7	49	55	58	85
8	47	54	58	85

Figure E- 3. AISD MEDIAN PERCENTILE COMPOSITE SCORES ON THE ITBS FOR 1979-80 THROUGH 1981-82. (Urban Composite Scores for grades 7 and 8 are interpolated. Basic Battery Composite scores are reported for grades 1 and 2; Complete Battery for grades 3-8.)

Scores for AISD kindergarten students are listed in Attachment E-51, for both fall and spring testing.

- Students in AISD kindergarten classes achieved at the national average in Language in spring, and at the 48th percentile in Listening and Math.

Attachments E-52 through 56 list the percent of students scoring in each of six percentile ranges on the following tests:

Kindergarten	Grades 1 and 2	Grades 3-8
Language	Reading Total	Reading Total
Listening	Spelling	Language Total
Math	Word Analysis	Work-Study Total
	Math Total	Math Total

Inspection of these attachments reveals that:

- In all skills areas there is a greater proportion of AISD students in grades 1-8 in the highest ten percentile ranks, in the top quartile, and in the upper half of the percentile ranges than in the national sample.
- At kindergarten there is a greater proportion of AISD students than students in the norm group in the lowest ten percentile ranks in all areas, in the lowest quartile in listening and math, and in the lower half in all areas.

Compared to the Urban District Norming Sample

The 1981-82 AISD median percentile scores for grades 1-8 based upon the urban district norming sample are found in Attachment E-57.

- AISD's median percentile rank scores are higher when compared to the urban districts' norms than when compared to the nationwide norm group.
- AISD's districtwide urban median percentile scores are higher than the median percentile scores of the urban district sample in each area at each grade.

Compared to Previous Years' Achievement Scores

As seen in Attachment E-50, achievement in grades 1-8 improved by a small amount in 1981-82 over the levels in 1980-81.

- Reading changes were in a positive direction at all grades except 1 and 4.
- Small gains in math were made at grades 2, 3, 6, 7, and 8, with a loss at grade 4.
- Language Total scores were higher at all grades except 4, which remained at its 1980-81 level.
- Work-Study Skills scores were higher at all grades (3-8).

A noticeable improvement in scores is evident since 1979-80.

- Language scores have risen to levels well above the national average, with median percentiles ranging from the 62nd to the 72nd percentile.
- Reading, math, and work-study scores are higher than in 1979-80 at every grade except 4.

It appears that students who were in grade 3 in 1980-81 and in grade 4 in 1981-82 are a noticeably lower achieving group than students at other grades.

Kindergarten students made about nine and one-half months of growth in language skills in the seven months between fall and spring testing.

Median percentile scores for students who took the ITBS in reading in each of the past three years are shown in Attachment E-58. A comparison of this attachment with Attachment E-50 reveals:

- Generally, students who have been in AISD for three years achieve higher in reading each year.
- Students who have been in AISD for three years have achievement levels that are generally higher than the averages for all students in the District.

Other areas have similar patterns, which may be examined in the 1981-82 Achievement Profiles (Publication No: 81.74).

The percentage of students who have scored in the lowest and highest 25 percentile ranks since 1979-80 are provided in Attachment E-62. Inspection of this attachment indicates:

- Fewer students in the lowest 25 percentiles in reading at grades 3 and 6-8 since 1979-80.
- Fewer students in the highest 25 percentiles in reading at grade 4 over the last three years.
- Since 1979-80 more students are achieving in the highest percentiles in reading at grades 6-8.
- Fewer low-achieving students since last year in reading at grades 3 and 8.
- In math there are fewer low-achieving students at grades 2 and 8 since 1979-80 and fewer high-achieving students at grade 4.
- A higher percentage of students in the top 25 percentile ranks in math since 1979-80 at grade 8, and at grade 3 since 1980-81.

Evaluation Question D3-1: What was the impact of the ARD Committee's determination of inclusion/exclusion of special education students in standardized testing in terms of:

a) the number of special education students exempted from/ included in testing in 1981-82, compared to previous years?

b) the percentage of non-exempt special education students who were tested compared to the percentage of regular students who were tested?

Attachment E-59 provides a comparison of the number of students tested but whose scores were excluded from school and District profiles for 1980-81 and 1981-82.

- More special education students were tested in 1981-82 than in 1980-81.
- More students were excluded from school and District summary reports this year than in 1980-81.
- There is a substantial difference between the number of students excluded from summary reports in grades K-6 than in grades 7 and 8.

Miscellaneous Results

Number of Students Tested

The number of students taking at least one ITBS test in 1981-82 are presented in Figure E- . About 96.3% of the AISD students in grades 1-8 took at least one ITBS test.

	Membership*		Number of Students Taking at Least 1 ITBS Test		Percent of Membership	
Grade	1981	1982	1981	1982	1981	1982
K	--	3,649	--	3,698	--	101.3
1	4.324	4,625	4,081	4,351	94.4	94.1
2	4,157	4,137	4,008	3,980	96.4	96.2
3	4,317	4,105	4,131	3,899	95.7	95.0
4	4,538	4,309	4,359	4,104	96.1	95.2
5	4,395	4,462	4,195	4,255	95.4	95.4
6	4,093	4,384	3,915	4,188	95.6	95.5
7	3,971	4,218	3,829	4,059	96.4	96.2
8	4,048	3,888	3,995	3,798	98.7	97.7
Total 1-6	33,843	34,120	32,513	32,634	96.1	95.6

*Fourth six-weeks membership for grades 7 and 8; fifth six-weeks membership for grades K-6.

Figure E- . NUMBER AND PERCENT OF STUDENTS TAKING AT LEAST ONE TEST IN 1980-81 AND 1981-82.

Impact of Retainees

More students were retained at the end of the 1980-81 school year than in previous years. Most retainees were in grades 1, 7, and 9. Attachment E-60 shows the impact of these retainees on the ITBS scores in reading and math.

- AISD reading achievement is lower at grades 1, 7, and 8 by one-tenth of a month.
- A lower level of math achievement (one-tenth of a month) is evident in grades 4 and 8.
- Higher scores are particularly noticeable in grade 2, due to fewer low-achieving students.

Changes in Reports

The junior high schools did not receive individual student skills analysis sheets this year, but classroom summaries. These were appreciated by the staff at Martin Junior High (Attachment E-61).

Changes in Composition of Student Population

Besides achievement, changes in enrollment and in the proportion of students tested represented by each ethnic group can influence yearly changes in districtwide achievement levels. Attachment E-63 provides the percent of students taking the ITBS Vocabulary test by ethnicity over the past three years.

- The percent of Other students has declined at grades 1-7 since 1979-80, with larger decreases in grades 1-5.
- The percent of Black and Hispanic students taking the ITBS has increased at grades 1-6 and remained the same or decreased at grades 7 and 8.

IOWA TESTS OF BASIC SKILLS
Part II
Low SES and Minority Student Achievement

Purpose

Part II of the ITBS appendix addresses the following decision and evaluation questions from the 1981-82 Low SES and Minority Student Achievement Evaluation Design:

> Decision Question 1: Based on the data from the 1981-82 school year, should the third year of the five-year priorities plan for improvement of achievement of low socioeconomic status and minority students be implemented as planned?
>
> > Evaluation Question D1-1: How did AISD elementary and junior high school students, by ethnic group, perform in 1981-82 compared to:
> >
> > a) each of the other ethnic groups?
> > b) the nationwide norming sample?
> > c) the urban district norming sample?
> > d) previous years' achievement scores?
> >
> > Evaluation Question D1-3: What percent of each ethnic group achieved at or above the national average, at or below the 25th %ile, and at or above the 75th %ile?
> >
> > Evaluation Question D1-4: How do the achievement scores of AISD students who were tested in each of the past three (ITBS) or four (STEP) years, by ethnicity, compare to the scores for all students tested in those years?
> >
> > Evaluation Question D1-5: How did AISD students from low-income families, by ethnic group, perform in 1981-82 compared to:
> >
> > a) AISD students from high-income families?
> > b) low-income students from previous years?

Procedure

Data Collection

The procedures followed during the administration of the ITBS to all AISD students in grades K-8, including low SES and minority students, have been described in Part I of this appendix.

Analyses

AISD Scores By Ethnicity

Median ITBS percentile scores were computed for Black, Hispanic, and Anglo/Other students in grades K-8 for the past three school years in the following areas:

Kindergarten (1981-82 only)	Grades 1 and 2	Grades 3 - 8
Listening	Reading Total	Reading Total
Language	Spelling	Language Total
Math	Word Analysis	Work-Study Total
	Math Total	Math Total

In addition the percentages of students in each ethnic group who scored in each of six percentile ranges on the ITBS tests mentioned above were computed.

AISD Median Scores By Free or Reduced-Price Lunch Status.

Median percentile scores for Reading Total and Math Total were calculated on the basis of free or reduced-price lunch status. This was computed for Black, Hispanic, and Anglo/Other students separately for each of grades 1-8. Students are eligible for free or reduced-price lunch by the following criteria for the 1981-82 school year:

Status	Family Size	Family Annual Income
Free Lunch	1	$ 0 - 5,600
	2	0 - 7,400
	3	0 - 9,190
	4	0 - 10,990
	5	0 - 12,780
	6	0 - 14,570
	7	0 - 16,370
	8	0 - 18,160
Reduced-Price Lunch	1	$ 5,600 - 7,970
	2	7,400 - 10,530
	3	9,190 - 13,080
	4	10,990 - 15,630
	5	12,780 - 18,190
	6	14,570 - 20,740
	7	16,370 - 23,290
	8	18,160 - 25,840

The following students were removed from the file prior to calculating the median percentiles by lunch status and ethnicity:

a) Students with a special circumstances code for the test in question.

b) LEP A and B students.

c) Students who received at least one hour (grades 1-6) or more than three hours (grades 7 & 8) of special education service per day or who took the test for experience only.

Results

Evaluation Question D1-1: How did AISD elementary and junior high school students, by ethnic group, perform in 1981-82 compared to:

a) each of the other ethnic groups?

b) the nationwide norming sample?

c) the urban district norming sample?

d) previous year's achievement scores?

Median percentile and grade equivalent scores, by ethnicity, on the ITBS for 1979-80 through 1981-82 are listed in Attachment E-50.

- Hispanic students generally outscore Black students in all areas.
- Black and Hispanic students achieve below the national average in all areas at grades K-8, except for Black students in language (grades 2 and 3) and Hispanics in language (grades 3 and 5) and work-study skills (grade 3).

AISD median percentile scores based on the urban district norming sample are presented in Attachment E-57.

- Black and Hispanic students scored higher than the average for all ethnicities in urban school districts, in each ITBS test area at grades 1-8.

The median ITBS percentile and grade equivalents scores by ethnicity for the past three years are provided in Attachment E-50.

- 1981-82 minority achievement was equal to or higher than 1980-81 levels in all areas and for all grades, except Black students in language at grade 1, which fell one percentile point.
- Black and Hispanic students achieved at higher levels in 1981-82 than in 1979-80 at all grades in all areas, except for Blacks at grade 1 in Word Analysis.

AISD achievement in kindergarten by ethnicity is listed in Attachment E-51.

- Black and Hispanic AISD kindergarten students achieved below the national average in all areas.

- Hispanic students achieved at a higher level than Black students.

Evaluation Question D1-3: What percent of each ethnic group achieved at or above the national average, at or below the 25th %ile, and at or above the 75th %ile.

The percentage of students in each ethnic group who scored in each of six percentile ranges are listed in Attachments E-52 through E-56 for the following ITBS tests:

Kindergarten	Grades 1 and 2	Grades 3 - 8
Listening	Reading Total	Reading Total
Language	Spelling	Language Total
Math	Word Analysis	Work-Study Total
	Math Total	Math Total

Inspection of these attachments reveals:

- There are minority students scoring in the highest ranges of achievement at all grade levels in all areas.

- A significant number of minority students score above the average for Anglo/Other students in AISD.

- Fewer Black students score in the highest percentile ranges than Hispanic students.

- More Black students score in the lowest percentile ranges than Hispanic students.

Since 1979-80 numerous changes have occurred in the percentage of minority students scoring in the lowest or highest 25 percentile ranks, as seen in Attachment E-62. This attachment shows:

- A substantial decrease in the percentage of Black students scoring in the lowest percentiles in reading and math at grades 3-8, and or Hispanic students in reading at grades 3 and 5-8 and math at grades 1-3 and 5-6.

- A small increase in the percentage of Blacks scoring in the highest percentiles has occurred in math at grades 2 and 3, since 1979-80.

- Hispanic students have shown small increases since 1979-80 in the percentage of students scoring in the highest percentiles in reading at grades 6 and 8 and in math at grades 2 and 8, with a substantial increase in math at grade 3.

Evaluation Question D1-4: How do the achievement scores of AISD students who were tested in each of the past three (ITBS) or four (STEP) years, by ethnicity, compare to the scores for all students tested in those years?

Attachment E-58 displays the median Reading Total scores of those 1981-82 students who took the ITBS in each of the past three years. A comparison of that attachment with the scores for all students tested in each of those years (Attachment E-50) reveals:

- Students who have been continuously enrolled in AISD have reading achievement levels that are generally higher than the averages for all students in the District.

The other test areas show similar results, which may be investigated in the 1981-82 Achievement Profiles (Publication No. 81.74).

Evaluation Question D1-5: How did AISD students from low-income families, by ethnic group, perform in 1981-82 compared to:

a) AISD students from high-income families?

b) low-income students from previous years?

The median grade equivalent scores for AISD students on the ITBS Reading Total and Math Total tests in 1981-82 by lunch status, ethnicity, and grade are shown in Attachment E-64.

- Anglo/Other students who qualified for the free or reduced-price lunch program achieved above the national average at all grades in both reading and math.

- Black and Hispanic students who qualified for free or reduced-price lunch achieved lower than the national average in both reading and math at all grades.

- Black students not qualified for the program achieved above the national average in reading at grades 1 and 2 and in math at grade 3.

- Hispanic students not qualified for the program scored above the national average in reading at grades 1-6 and in math at all grades.

- Anglo/Other students who qualified for free or reduced-price lunch achieved higher than Blacks not qualified for the program at all grades in both reading and math.

- Anglo/Other students who qualified for free or reduced-price lunch achieved higher than Hispanic students not qualified for the program in reading at grades 2-8 and in math at grades 1-5 and 7.

- Hispanic students qualified for free or reduced-price lunch achieved at a higher level than Black students qualified for the program at all grades except 2nd and 4th in reading and in math in all grades except 4th.

- Hispanic students not qualified for the program achieved at a higher level than Black students not qualified for the program at all grades except 2nd in reading and at all grades in math.

Although students on free or reduced-price lunch status may come from families with the same relative income level, there may be several factors between groups of students which may account for differences in achievement of ethnic groups at the same income level. For example, years of education of the head of the family has been associated with achievement level in numerous studies. It is urged that comparison of Anglo and minority student achievement based upon income be made with caution, taking into consideration the fact that some Anglo students on free or reduced-price lunch are actually children of low-income university students.

Miscellaneous Results

Correlation Between Lunch Status and Achievement

The correlation between lunch status (a rough indication of socioeconomic status (SES)) and achievement in reading and math on the ITBS is presented in Attachment E-64.

- The highest correlation is between lunch status and reading achievement for 6th grade Hispanic students (.3948) and the lowest between lunch status and math achievement for Black students at grade 2 (.1008).

- Generally higher correlations are found between SES and achievement for Hispanics than for Blacks and Others.

- Correlations are lower in math than reading for all ethnicities and at all grades, except for Others in grades 4, 5, and 8.

- The correlation between SES and reading achievement is higher for Blacks than for Others in grades 2-8, but lower at grade 1. The correlation between SES and math achievement is higher for Blacks than for Others in grades 3 and 6-8, and lower at grades 1, 2, 4, and 5.

IOWA TESTS OF BASIC SKILLS
Part III
Districtwide Summary Skills Analyses

Part III of the ITBS appendix presents Districtwide Summary Skills Analyses for the ITBS. The following are included:

Kindergarten - Level 5, Fall and Spring
Grade 1 - Level 7
Grade 2 - Level 8
Grade 3 - Level 9
Grade 4 - Level 9
Grade 4 - Level 10
Grade 4 - Level 11
Grade 5 - Level 10
Grade 5 - Level 11
Grade 5 - Level 12
Grade 6 - Level 11
Grade 6 - Level 12
Grade 6 - Level 13
Grade 7 - Level 13
Grade 8 - Level 14

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

DATE OF PRINTING: 09/26/81
COMPLETE LISTING - ALL STUDENTS TESTED

FALL 1981 DISTRICTWIDE SUMMARY GRADE: K

SCHOOL NUMBER	SCHOOL NAME	NUMBER TESTED	IOWA TESTS OF BASIC SKILLS LEVEL 5 LANGUAGE %ILE	GE	ITBS SKILL AREAS - NUMBER OF ITEMS CORRECT: CLASSIFI-CATION 5 ITEMS	PREPOSI-TIONS 5 ITEMS	VERB TENSE 4 ITEMS	SINGULAR-PLURAL 5 ITEMS	COMPARATIVE-SUPERLATIVE 4 ITEMS	OPERATIONAL LANGUAGE 6 ITEMS
142	ALLAN	46	21	P.76	2.8	3.4	2.1	2.3	3.0	4.1
101	ALLISON	69	11	P.59	2.0	2.8	2.0	2.5	2.5	3.2
102	ANDREWS	64	31	P.90	2.9	4.1	2.5	2.8	3.2	4.6
149	BARRINGTON	69	29	P.88	2.9	4.0	2.7	2.8	2.9	4.4
103	BARTON HILLS	37	50	K.21	3.3	4.7	3.4	3.3	3.4	4.8
104	BECKER	100	13	P.63	2.1	3.2	2.1	2.3	2.8	3.7
105	BLACKSHEAR	36	09	P.55	1.7	2.8	1.6	1.8	2.6	3.2
106	BLANTON	76	35	P.95	2.8	4.1	2.7	2.8	3.2	4.7
107	BRENTWOOD	49	27	P.84	2.9	4.1	2.7	2.5	3.1	4.7
108	BROOKE	46	14	P.65	2.3	3.1	2.2	2.3	3.4	3.7
109	BROWN	76	26	P.82	2.8	3.9	2.4	2.9	3.2	4.5
110	BRYKER WOODS	28	71	K.80	3.6	4.7	3.6	3.5	3.6	4.9
111	CAMPBELL	47	09	P.54	1.5	3.0	1.8	2.1	2.5	3.7
112	CASIS	42	58	K.41	3.5	4.7	3.5	3.0	3.4	5.3
161	COOK	81	38	K.01	2.9	4.5	2.9	3.0	3.2	4.8
113	CUNNINGHAM	84	42	K.08	3.3	4.1	3.0	3.2	3.4	4.5
114	DAWSON	78	22	P.77	2.6	3.5	2.2	2.7	3.0	4.2
154	DOSS	39	57	K.38	3.4	4.9	3.4	3.3	3.7	4.8
116	GOVALLE	87	16	P.68	2.5	3.0	2.2	2.3	2.9	3.9
159	GRAHAM	43	56	K.35	3.3	4.7	3.4	3.2	3.6	5.2
117	GULLETT	27	58	K.41	3.0	4.8	3.8	3.6	3.7	4.9
119	HIGHLAND PARK	38	56	K.35	3.3	4.7	3.6	3.0	3.7	5.2
155	HILL	61	54	K.30	3.1	4.7	3.5	3.3	3.6	4.9
162	HOUSTON	141	26	P.83	2.7	3.9	2.5	2.6	2.9	4.2
120	JOSLIN	65	47	K.16	3.0	4.6	3.0	3.2	3.4	4.5
168	LANGFORD	116	35	P.95	2.9	4.0	2.7	3.0	3.2	4.8
121	LEE	36	57	K.37	3.2	4.8	3.6	3.2	3.6	5.1
160	LINDER	68	38	K.01	3.0	4.5	3.1	2.9	3.6	4.4
122	MAPLEWOOD	48	28	P.85	2.4	4.1	2.5	2.6	3.1	4.1
123	MATHEWS	45	31	P.90	2.9	3.9	2.8	2.9	3.6	4.7
147	MENCHACA	61	57	K.38	3.5	4.6	3.1	3.2	3.7	5.0
124	METZ	61	16	P.68	2.4	3.3	2.5	2.0	3.1	3.7
150	NORMAN	26	10	P.57	1.9	2.7	2.0	2.3	2.9	3.5
148	OAK HILL	143	54	K.31	3.5	4.6	3.3	3.0	3.6	5.1
125	OAK SPRINGS	75	10	P.58	2.2	2.8	1.7	1.9	2.6	3.9
156	ODOM	96	35	P.97	2.9	4.4	2.8	3.0	3.2	4.4
126	ORTEGA	37	12	P.61	2.3	3.2	1.9	2.3	2.9	3.6
129	PECAN SPRINGS	63	22	P.78	2.5	3.6	2.4	2.3	3.1	4.2
151	PILLOW	73	46	K.15	3.1	4.4	3.5	3.1	3.4	4.8
130	PLEASNT HILL	68	36	P.97	2.9	4.4	2.8	2.7	3.2	4.4
132	REILLY	39	37	P.99	3.0	4.3	2.7	3.1	3.0	4.9
133	RIDGETOP	17	26	P.83	3.3	3.8	2.1	3.0	2.9	4.8
134	ROSEDALE	27	36	P.97	2.9	4.5	3.5	2.8	2.9	5.0
136	ST. ELMO	71	48	K.18	3.5	4.5	3.1	3.1	3.4	4.9
127	SANCHEZ	63	11	P.58	2.2	2.9	1.9	2.3	3.0	3.0
139	SIMS	51	21	P.76	2.8	3.1	2.0	2.8	2.9	4.5

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

DATE OF PRINTING: 09/25/81
COMPLETE LISTING - ALL STUDENTS TESTED

FALL 1981 DISTRICTWIDE SUMMARY GRADE: K

			IOWA TESTS OF BASIC SKILLS LEVEL 5 LANGUAGE		ITBS SKILL AREAS - NUMBER OF ITEMS CORRECT					
					CLASSIFI-CATION	PREPOSI-TIONS	VERB TENSE	SINGULAR-PLURAL	COMPARATIVE-SUPERLATIVE	OPERATIONAL LANGUAGE
SCHOOL NUMBER	SCHOOL NAME	NUMBER TESTED	%ILE	GE	5 ITEMS	5 ITEMS	4 ITEMS	5 ITEMS	4 ITEMS	6 ITEMS
138	SUMMITT	55	50	K.22	3.1	4.6	3.2	3.1	3.2	5.2
158	SUNSET VALLEY	96	56	K.35	3.1	4.6	3.3	3.5	3.5	5.0
140	TRAVIS HEIGHTS	92	36	P.98	3.4	3.9	2.7	2.8	3.2	4.6
141	WALNUT CREEK	28	33	P.93	2.9	4.1	3.1	2.8	3.6	4.3
166	WILLIAMS	103	40	K.04	3.2	4.3	3.0	2.9	3.2	4.7
157	WINN	79	27	P.85	2.7	3.9	2.3	2.7	3.3	4.4
152	WOOLDRIDGE	63	34	P.94	2.9	4.2	3.1	3.0	3.6	4.5
144	WOOTEN	72	26	P.83	2.8	4.3	2.7	2.8	2.9	4.3
145	ZAVALA	40	11	P.59	2.2	2.9	1.7	2.1	2.4	3.3
146	ZILKER	65	26	P.82	2.8	3.8	2.7	2.5	3.1	4.4
AISD MEDIAN		3506	30	P.88	2.9	4.0	2.7	2.8	3.2	4.5
NATIONAL MEDIAN *			44	K.10	3.2	3.9	2.9	3.0	3.2	4.5

%ILE = PERCENTILE GE = GRADE EQUIVALENT (P.6 = SIXTH MONTH OF PREKINDERGARTEN; K.1 = FIRST MONTH OF KINDERGARTEN)

* NATIONAL MEDIAN IS ADJUSTED DOWNWARD BELOW THE 50TH PERCENTILE TO REFLECT THE ACTUAL TESTING DATES IN AISD.
THE 50TH PERCENTILE IS THE NATIONAL MEDIAN FOR OCTOBER 28.

THESE MEDIANS SHOULD NOT BE CONSIDERED AS FINAL. SOME SMALL ADJUSTMENTS MAY OCCUR PRIOR TO FINAL REPORTING IN JULY, 1982.

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IOWA TESTS OF BASIC SKILLS - SUMMARY SKILLS ANALYSIS

OFFICE OF RESEARCH AND EVALUATION

AUSTIN INDEPENDENT SCHOOL DISTRICT

DISTRICTWIDE SUMMARY   TEST LEVEL: 5
GRADE: K   DATE OF TESTING: 4-82   DATE OF REPORT: 05/12/82

# OF STUDENTS	# OF ITEMS	AISD AVERAGE	NATIONAL AVERAGE	SKILL AREA
3471	31	22.1	22.3	LISTENING
3471	5	3.3	3.3	LITERAL MEANING
3471	5	3.8	3.8	INFERENTIAL MEANING
3471	4	3.3	3.4	CONCEPT DEVELOPMENT
3471	2	1.2	1.2	FOLLOWING DIRECTIONS
3471	4	2.4	2.4	UNDERSTANDING SEQUEN.
3471	6	4.6	4.6	PREDICTING OUTCOMES
3471	5	3.5	3.6	ATTENTION SPAN
3457	29	23.6	23.8	LANGUAGE
3457	5	3.7	3.9	CLASSIFICATION
3457	5	4.4	4.4	PREPOSITIONS
3457	4	3.2	3.3	VERB TENSE
3457	5	3.5	3.6	SINGULAR-PLURAL
3457	4	3.6	3.6	COMPARATIVE-SUPERLAT.
3457	6	5.1	5.2	OPERATIONAL LANGUAGE

# OF STUDENTS	# OF ITEMS	AISD AVERAGE	NATIONAL AVERAGE	SKILL AREA
3461	33	23.7	24.1	MATHEMATICS
3461	14	9.6	9.9	NUMERATION, # SYSTEMS
3461	4	3.0	3.0	NUMERAL RECOGNITION
3461	3	1.9	2.0	COUNTING
3461	2	1.3	1.4	1-TO-1 CORRESPOND.
3461	1	.7	.7	ORDINALS
3461	2	1.3	1.4	FRACTIONS
3461	2	1.4	1.4	SERIES
3461	13	10.2	10.1	GEOMETRY, MEASUREMENT
3461	6	4.1	4.1	COMPARISONS
3461	2	1.8	1.7	MEASUREMENT
3461	4	3.4	3.3	GEOMETRY: SHAPES
3461	1	.9	.9	MONEY
3461	6	4.0	4.1	OPERATIONS
3461	3	1.8	2.0	ADD
3461	2	1.5	1.5	SUBTRACT
3461	1	.6	.7	ADD AND SUBTRACT

IOWA TESTS OF BASIC SKILLS - SUMMARY SKILLS ANALYSIS

OFFICE OF RESEARCH AND EVALUATION

DISTRICTWIDE SUMMARY TEST LEVEL: 7
GRADE: 1 DATE OF TESTING: 4-82 DATE OF REPORT: 05/09/82

AUSTIN INDEPENDENT SCHOOL DISTRICT

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# OF STUDENTS	# OF ITEMS	AISD AVERAGE	NATIONAL AVERAGE	SKILL AREA
3855	30	16.6	15.5	VOCABULARY
3855	13	7.1	6.9	NOUNS
3855	10	5.8	5.1	VERBS
3855	7	3.7	3.5	MODIFIER-CONNECTIVE
3833	66	43.6	42.5	READING COMPREHENSION
3833	27	18.5	18.0	FACTS
3833	36	23.5	22.8	INFERENCES
3833	3	1.7	1.7	GENERALIZATIONS
3806	27	16.4	15.6	SPELLING
3806	5	3.2	3.0	CONSONANT SUBSTITUTE
3806	3	1.7	1.6	CONSONANT REVERSALS
3806	3	1.9	1.8	CONSONANT OMISSIONS
3806	2	1.3	1.2	ADD UNNEEDED CONS
3806	2	.8	.7	DOUBLE CONSONANTS
3806	7	4.7	4.5	VOWEL SUBSTITUTION
3806	2	1.2	1.1	OMISSION OF VOWELS
3806	3	1.7	1.7	ADD UNNEEDED VOWELS
3826	49	36.1	35.4	WORD ANALYSIS
3826	12	8.7	8.2	INITIAL SOUNDS
	0			MEDIAL SOUNDS
3826	5	2.9	3.0	FINAL SOUNDS
3826	9	5.7	5.9	RHYMING SOUNDS
3826	3	1.9	1.6	SILENT LETTERS
3826	15	13.4	13.1	SUBSTITUTIONS, INITIA
3826	3	2.3	2.3	SUBSTITUTIONS, FINAL
3826	2	1.4	1.3	SUBSTITUTIONS, MEDIAL
	0			LONG VOWEL SOUNDS
	0			SHORT VOWEL SOUNDS
	0			AFFIXES,INFLECTIONS
	0			COMPOUND WORDS

# OF STUDENTS	# OF ITEMS	AISD AVERAGE	NATIONAL AVERAGE	SKILL AREA
3826	33	21.9	22.7	MATH CONCEPTS
3826	8	4.9	5.1	#ATION, #SYSTEMS,SETS
3826	2	1.7	1.6	=, NOT=, #SENTENCES
3826	10	6.5	6.8	WHOLE #S; INTEGERS
3826	3	2.1	2.2	FRACTIONS
3826	2	1.1	1.2	DECIMALS, $, %
3826	8	5.7	5.8	GEOMETRY-MEASUREMENT
3819	22	12.5	12.2	MATH PROBLEM SOLVING
3819	16	9.3	9.7	SINGLE-STEP:ADD-SUBT
3819	2	.6	.6	SINGLE-STEP:MULT-DIV
3819	4	2.6	1.9	MULTIPLE-STEP
3831	26	17.9	17.4	MATH COMPUTATION
3831	14	9.8	9.6	ADD WHOLE #S
3831	8	6.3	6.1	BASIC FACTS
3831	6	3.5	3.5	NO RENAMING
	0			RENAMING
3831	12	8.0	7.8	SUBTRACT WHOLE #S
3831	9	6.6	6.4	BASIC FACTS
3831	2	1.0	1.0	NO RENAMING
3831	1	.4	.4	RENAMING

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IOWA TESTS OF BASIC SKILLS - SUMMARY SKILLS ANALYSIS

OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

DISTRICTWIDE SUMMARY   TEST LEVEL: 8
GRADE: 2   DATE OF TESTING: 4-82   DATE OF REPORT: 05/09/82

# OF STUDENTS	# OF ITEMS	AISD AVERAGE	NATIONAL AVERAGE	SKILL AREA
3610	30	17.7	17.4	VOCABULARY
3610	9	5.4	5.7	NOUNS
3610	12	7.5	7.1	VERBS
3610	9	4.8	4.6	MODIFIER-CONNECTIVE
3597	67	48.0	46.0	READING COMPREHENSION
3597	29	20.6	19.8	FACTS
3597	33	24.4	23.2	INFERENCES
3597	5	3.1	3.0	GENERALIZATIONS
3581	29	21.7	20.5	SPELLING
3581	6	4.8	4.4	CONSONANT SUBSTITUTE
3581	3	1.8	1.7	CONSONANT REVERSALS
3581	2	1.4	1.5	CONSONANT OMISSIONS
3581	3	2.1	2.0	ADD UNNEEDED CONS
3581	3	2.2	2.0	DOUBLE CONSONANTS
3581	5	4.0	3.8	VOWEL SUBSTITUTION
3581	5	3.9	3.7	OMISSION OF VOWELS
3581	2	1.6	1.4	ADD UNNEEDED VOWELS
3605	57	37.1	35.8	WORD ANALYSIS
3605	9	7.1	6.7	INITIAL SOUNDS
3605	13	6.2	6.2	MEDIAL SOUNDS
3605	8	5.0	4.6	FINAL SOUNDS
	0			RHYMING SOUNDS
3605	4	3.0	2.7	SILENT LETTERS
3605	4	3.3	3.3	SUBSTITUTIONS, INITIA
3605	3	2.5	2.3	SUBSTITUTIONS, FINAL
	0			SUBSTITUTIONS, MEDIAL
3605	4	3.0	3.0	LONG VOWEL SOUNDS
3605	4	2.1	2.0	SHORT VOWEL SOUNDS
3605	4	2.8	2.9	AFFIXES,INFLECTIONS
3605	4	2.1	2.1	COMPOUND WORDS

# OF STUDENTS	# OF ITEMS	AISD AVERAGE	NATIONAL AVERAGE	SKILL AREA
3598	36	20.9	21.5	MATH CONCEPTS
3598	10	5.9	6.0	#ATION,#SYSTEMS,SETS
3598	5	2.9	3.0	=, NOT=, #SENTENCES
3598	10	5.8	6.0	WHOLE #S; INTEGERS
3598	2	1.2	1.1	FRACTIONS
3598	2	1.4	1.5	DECIMALS, $, %
3598	7	3.7	3.9	GEOMETRY-MEASUREMENT
3594	24	14.3	14.5	MATH PROBLEM SOLVING
3594	14	9.2	9.3	SINGLE-STEP:ADD-SUBT
3594	6	3.1	3.3	SINGLE-STEP:MULT-DIV
3594	4	1.9	1.9	MULTIPLE-STEP
3594	28	20.3	19.9	MATH COMPUTATION
3594	14	10.8	10.7	ADD WHOLE #S
3594	4	3.6	3.6	BASIC FACTS
3594	5	4.0	4.0	NO RENAMING
3594	5	3.2	3.1	RENAMING
3594	14	9.4	9.2	SUBTRACT WHOLE #S
3594	5	4.1	4.0	BASIC FACTS
3594	5	3.3	3.4	NO RENAMING
3594	4	1.9	1.8	RENAMING

IOWA TESTS OF BASIC SKILLS - SUMMARY SKILLS ANALYSIS

OFFICE OF RESEARCH AND EVALUATION

AUSTIN INDEPENDENT SCHOOL DISTRICT

DISTRICTWIDE SUMMARY TEST LEVEL: 9
GRADE: 3 DATE OF TESTING: 4-82 DATE OF REPORT: 05/02/82

# OF STUDENTS	# OF ITEMS	AISD AVERAGE	NATIONAL AVERAGE	SKILL AREA
3569	30	21.0	17.7	VOCABULARY
3569	8	5.6	4.7	NOUNS
3569	9	6.5	5.6	VERBS
3569	13	9.0	7.5	MODIFIER-CONNECTIVE
3564	44	27.1	23.5	READING COMPREHENSION
3564	23	15.0	12.9	FACTS
3564	11	6.8	6.0	INFERENCES
3564	10	5.3	4.7	GENERALIZATIONS
3564	30	22.0	17.8	SPELLING
3564	5	4.0	3.3	CONSONANT SUBSTITUTE
3564	2	1.7	1.5	CONSONANT REVERSALS
3564	3	1.5	1.2	CONSONANT OMISSIONS
3564	1	.5	.4	ADD UNNEEDED CONS
3564	2	1.6	1.2	DOUBLE CONSONANTS
3564	6	4.3	3.4	VOWEL SUBSTITUTION
	0			VOWEL REVERSALS
3564	5	3.9	3.2	OMISSION OF VOWELS
3564	1	.6	.5	ADD UNNEEDED VOWELS
3564	5	3.9	3.1	NO MISTAKES
3559	28	18.4	14.7	CAPITALIZATION
3559	7	5.3	4.2	NAMES AND TITLES
3559	6	3.2	2.7	DATES AND HOLIDAYS
3559	3	2.1	1.5	PLACE NAMES
3559	1	.9	.7	ORGANIZATIONS/GROUPS
3559	6	2.9	2.4	LINGUIST CONVENTIONS
	0			OVERCAPITALIZATION
3559	5	4.0	3.3	NO MISTAKES
3564	28	16.9	12.0	PUNCTUATION
3564	15	9.3	6.8	TERMINAL PUNCTUATION
3564	4	2.3	1.3	COMMA
3564	3	1.4	.8	OTHER PUNCTUATION
3564	2	.9	.7	OVERPUNCTUATION
3564	4	3.0	2.4	NO MISTAKES
3564	27	16.0	12.9	USAGE
3564	9	5.4	4.2	VERBS
3564	5	3.1	2.5	PRONOUNS
3564	4	1.7	1.3	MODIFIERS
3564	6	3.7	2.9	CONTEXT
3564	3	2.3	1.9	NO MISTAKES

# OF STUDENTS	# OF ITEMS	AISD AVERAGE	NATIONAL AVERAGE	SKILL AREA
3563	36	22.2	18.3	VISUAL MATERIALS
3563	26	14.4	11.8	MAP READING
3563	10	7.8	6.5	GRAPHS AND TABLES
3560	37	22.6	18.9	REFERENCE MATERIALS
3560	8	5.6	4.9	ALPHABETIZING
3560	7	4.5	3.4	TABLE OF CONTENTS
3560	8	3.3	2.8	INDEX
3560	7	4.8	4.1	DICTIONARY
	0			ENCYCLOPEDIAS
	0			GUIDE WORDS
	0			KEY WORDS
3560	7	4.4	3.7	GENERAL REF MAT
3562	28	18.9	16.0	MATH CONCEPTS
3562	10	6.9	6.0	#ATION,#SYSTEMS,SETS
3562	3	1.8	1.6	=, NOT=, #SENTENCES
3562	7	4.7	3.7	WHOLE #S; INTEGERS
3562	2	1.6	1.1	FRACTIONS
3562	2	1.4	1.4	DECIMALS, $, %
3562	4	2.5	2.2	GEOMETRY-MEASUREMENT
3561	23	14.0	11.9	MATH PROBLEM SOLVING
3561	13	8.7	7.3	SINGLE-STEP:ADD-SUBT
3561	3	1.7	1.4	SINGLE-STEP:MULT-DIV
3561	7	3.6	3.1	MULTIPLE-STEP
3562	39	25.7	21.9	MATH COMPUTATION
3562	39	25.7	21.9	WHOLE NUMBERS
3562	16	11.6	10.1	ADDITION
3562	16	10.5	8.8	SUBTRACTION
3562	7	3.7	3.0	MULTIPLICATION
	0			DIVISION
	0			FRACTIONS
	0			ADDITION
	0			SUBTRACTION
	0			MULTIPLICATION
	0			DIVISION
	0			DECIMALS
	0			ADDITION
	0			SUBTRACTION
	0			MULTIPLICATION
	0			DIVISION

IOWA TESTS OF BASIC SKILLS - SUMMARY SKILLS ANALYSIS

OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

DISTRICTWIDE SUMMARY   TEST LEVEL: 9
GRADE: 4   DATE OF TESTING: 4-82   DATE OF REPORT: 05/02/82
STUDENTS TESTED OUT-OF-LEVEL DOWNWARD
NATIONAL AVERAGES ARE FOR STUDENTS IN GRADE 3.

# OF STUDENTS	# OF ITEMS	AISD AVERAGE	NATIONAL AVERAGE	SKILL AREA
739	30	16.7	17.7	VOCABULARY
739	8	4.4	4.7	NOUNS
739	9	5.2	5.6	VERBS
739	13	7.2	7.5	MODIFIER-CONNECTIVE
740	44	20.6	23.5	READING COMPREHENSION
740	23	11.3	12.9	FACTS
740	11	5.6	6.0	INFERENCES
740	10	3.8	4.7	GENERALIZATIONS
740	30	18.8	17.8	SPELLING
740	5	3.4	3.3	CONSONANT SUBSTITUTE
740	2	1.5	1.5	CONSONANT REVERSALS
740	3	1.1	1.2	CONSONANT OMISSIONS
740	1	.4	.4	ADD UNNEEDED CONS
740	2	1.3	1.2	DOUBLE CONSONANTS
740	6	3.5	3.4	VOWEL SUBSTITUTICN
	0			VOWEL REVERSALS
740	5	3.6	3.2	OMISSION OF VOWELS
740	1	.5	.5	ADD UNNEEDED VOWELS
740	5	3.5	3.1	NO MISTAKES
740	28	15.4	14.7	CAPITALIZATION
740	7	4.5	4.2	NAMES AND TITLES
740	6	2.7	2.7	DATES AND HOLIDAYS
740	3	1.6	1.5	PLACE NAMES
740	1	.8	.7	ORGANIZATIONS/GROUPS
740	6	2.4	2.4	LINGUIST CONVENTIONS
	0			OVERCAPITALIZATION
740	5	3.5	3.3	NO MISTAKES
737	28	14.5	12.0	PUNCTUATION
737	15	8.0	6.8	TERMINAL PUNCTUATION
737	4	2.0	1.3	COMMA
737	3	1.3	.8	OTHER PUNCTUATION
737	2	.6	.7	OVERPUNCTUATION
737	4	2.7	2.4	NO MISTAKES
737	27	12.0	12.9	USAGE
737	9	3.7	4.2	VERBS
737	5	2.4	2.5	PRONOUNS
737	4	1.1	1.3	MODIFIERS
737	5	2.8	2.9	CONTEXT
[illegible]	[illegible]	[illegible]	[illegible]	NO MISTAKES

# OF STUDENTS	# OF ITEMS	AISD AVERAGE	NATIONAL AVERAGE	SKILL AREA
738	36	18.1	18.3	VISUAL MATERIALS
738	26	11.2	11.8	MAP READING
738	10	6.9	6.5	GRAPHS AND TABLES
738	37	17.8	18.9	REFERENCE MATERIALS
738	8	4.5	4.9	ALPHABETIZING
738	7	3.6	3.4	TABLE OF CONTENTS
738	8	2.6	2.8	INDEX
738	7	3.6	4.1	DICTIONARY
	0			ENCYCLOPEDIAS
	0			GUIDE WORDS
	0			KEY WORDS
738	7	3.5	3.7	GENERAL REF MAT
743	28	15.5	16.0	MATH CONCEPTS
743	10	5.6	6.0	#ATION,#SYSTEMS,SETS
743	3	1.4	1.6	=, NOT=, #SENTENCES
743	7	3.9	3.7	WHOLE #S; INTEGERS
743	2	1.5	1.1	FRACTIONS
743	2	1.3	1.4	DECIMALS, $, %
743	4	2.0	2.2	GEOMETRY-MEASUREMENT
743	23	11.1	11.9	MATH PROBLEM SOLVING
743	13	7.2	7.3	SINGLE-STEP:ADD-SUBT
743	3	1.1	1.4	SINGLE-STEP:MULT-DIV
743	7	2.8	3.1	MULTIPLE-STEP
741	39	23.5	21.9	MATH COMPUTATION
741	39	23.5	21.9	WHOLE NUMBERS
741	16	10.8	10.1	ADDITION
741	16	9.2	8.8	SUBTRACTION
741	7	3.5	3.0	MULTIPLICATION
	0			DIVISION
	0			FRACTIONS
	0			ADDITION
	0			SUBTRACTION
	0			MULTIPLICATION
	0			DIVISION
	0			DECIMALS
	0			ADDITION
	0			SUBTRACTION
	0			MULTIPLICATION
	0			DIVISION

IOWA TESTS OF BASIC SKILLS - SUMMARY SKILLS ANALYSIS

OFFICE OF RESEARCH AND EVALUATION

DISTRICTWIDE SUMMARY TEST LEVEL: 10
GRADE: 4 DATE OF TESTING: 4-82 DATE OF REPORT: 05/02/82

AUSTIN INDEPENDENT SCHOOL DISTRICT

# OF STUDENTS	# OF ITEMS	AISD AVERAGE	NATIONAL AVERAGE	SKILL AREA
2469	36	26.0	21.9	VOCABULARY
2469	9	6.4	5.6	NOUNS
2469	12	8.9	7.5	VERBS
2469	15	10.6	8.9	MODIFIER-CONNECTIVE
2471	49	27.4	24.7	READING COMPREHENSION
2471	21	13.4	11.9	FACTS
2471	14	7.2	6.5	INFERENCES
2471	14	6.9	6.3	GENERALIZATIONS
2470	36	25.8	22.0	SPELLING
2470	6	4.8	4.1	CONSONANT SUBSTITUTE
2470	2	1.6	1.4	CONSONANT REVERSALS
2470	3	1.9	1.7	CONSONANT OMISSIONS
2470	2	1.3	1.1	ADD UNNEEDED CONS
2470	3	1.8	1.6	DOUBLE CONSONANTS
2470	7	5.0	4.2	VOWEL SUBSTITUTION
2470	1	.5	.4	VOWEL REVERSALS
2470	5	3.6	2.9	OMISSION OF VOWELS
2470	2	1.5	1.3	ADD UNNEEDED VOWELS
2470	5	3.8	3.4	NO MISTAKES
2470	29	19.3	16.4	CAPITALIZATION
2470	5	3.6	3.1	NAMES AND TITLES
2470	5	3.7	3.1	DATES AND HOLIDAYS
2470	6	3.5	2.9	PLACE NAMES
2470	2	.7	.7	ORGANIZATIONS/GROUPS
2470	5	2.9	2.4	LINGUIST CONVENTIONS
2470	1	.5	.4	OVERCAPITALIZATION
2470	5	4.4	3.8	NO MISTAKES
2471	29	19.9	14.5	PUNCTUATION
2471	12	8.7	6.5	TERMINAL PUNCTUATION
2471	6	3.9	2.6	COMMA
2471	5	2.8	1.7	OTHER PUNCTUATION
2471	2	1.2	.9	OVERPUNCTUATION
2471	4	3.3	2.7	NO MISTAKES
2472	29	18.3	15.1	USAGE
2472	11	7.0	5.7	VERBS
2472	4	2.6	2.2	PRONOUNS
2472	5	2.7	2.1	MODIFIERS
2472	6	3.8	3.1	CONTEXT
2472	3	2.3	2.0	NO MISTAKES

# OF STUDENTS	# OF ITEMS	AISD AVERAGE	NATIONAL AVERAGE	SKILL AREA
2471	40	23.7	20.3	VISUAL MATERIALS
2471	28	15.9	13.7	MAP READING
2471	12	7.8	6.6	GRAPHS AND TABLES
2469	44	28.1	24.7	REFERENCE MATERIALS
2469	8	6.3	5.8	ALPHABETIZING
2469	7	5.6	4.4	TABLE OF CONTENTS
2469	8	4.9	4.1	INDEX
2469	9	4.1	3.7	DICTIONARY
2469	5	2.0	2.0	ENCYCLOPEDIAS
	0			GUIDE WORDS
	0			KEY WORDS
2469	7	5.2	4.7	GENERAL REF MAT
2468	32	19.7	17.5	MATH CONCEPTS
2468	11	6.7	6.4	#ATION,#SYSTEMS,SETS
2468	4	2.5	2.2	=, NOT=, #SENTENCES
2468	7	4.0	3.6	WHOLE #S; INTEGERS
2468	4	2.6	1.9	FRACTIONS
	0			DECIMALS, $, %
2468	6	4.0	3.3	GEOMETRY-MEASUREMENT
2469	25	14.6	13.0	MATH PROBLEM SOLVING
2469	13	8.4	7.4	SINGLE-STEP:ADD-SUBT
2469	4	1.9	1.7	SINGLE-STEP:MULT-DIV
2469	8	4.2	3.8	MULTIPLE-STEP
2469	42	28.3	24.7	MATH COMPUTATION
2469	42	28.3	24.7	WHOLE NUMBERS
2469	13	9.9	8.9	ADDITION
2469	13	8.7	7.6	SUBTRACTION
2469	12	7.8	6.4	MULTIPLICATION
2469	4	1.9	1.8	DIVISION
	0			FRACTIONS
	0			ADDITION
	0			SUBTRACTION
	0			MULTIPLICATION
	0			DIVISION
	0			DECIMALS
	0			ADDITION
	0			SUBTRACTION
	0			MULTIPLICATION
	0			DIVISION

IOWA TESTS OF BASIC SKILLS - SUMMARY SKILLS ANALYSIS

OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

DISTRICTWIDE SUMMARY TEST LEVEL: 11
GRADE: 4 DATE OF TESTING: 4-82 DATE OF REPORT: 05/02/82
STUDENTS TESTED OUT-OF-LEVEL UPWARD
NATIONAL AVERAGES ARE FOR STUDENTS IN GRADE 5.

# OF STUDENTS	# OF ITEMS	AISD AVERAGE	NATIONAL AVERAGE	SKILL AREA
465	39	33.3	23.5	VOCABULARY
465	9	8.0	5.7	NOUNS
465	14	12.0	8.5	VERBS
465	16	13.4	9.3	MODIFIER-CONNECTIVE
466	54	40.0	28.0	READING COMPREHENSION
466	18	13.6	9.8	FACTS
466	17	12.3	8.4	INFERENCES
466	19	14.2	9.9	GENERALIZATIONS
466	40	31.9	24.0	SPELLING
466	6	5.6	4.0	CONSONANT SUBSTITUTE
466	2	1.7	1.3	CONSONANT REVERSALS
466	2	1.7	1.3	CONSONANT OMISSIONS
466	2	1.7	1.4	ADD UNNEEDED CONS
466	4	2.5	2.0	DOUBLE CONSONANTS
466	8	6.4	4.5	VOWEL SUBSTITUTION
466	2	1.2	1.0	VOWEL REVERSALS
466	6	4.2	3.1	OMISSION OF VOWELS
466	3	2.6	2.0	ADD UNNEEDED VOWELS
466	5	4.3	3.4	NO MISTAKES
466	30	21.4	16.4	CAPITALIZATION
466	5	3.5	2.7	NAMES AND TITLES
466	4	3.5	2.8	DATES AND HOLIDAYS
466	6	3.8	2.7	PLACE NAMES
466	5	2.8	2.2	ORGANIZATIONS/GROUPS
466	4	2.9	2.1	LINGUIST CONVENTIONS
466	2	1.3	.9	OVERCAPITALIZATION
466	4	3.6	3.0	NO MISTAKES
465	30	23.8	15.0	PUNCTUATION
465	10	8.2	5.2	TERMINAL PUNCTUATION
465	7	5.7	3.5	COMMA
465	6	4.5	2.6	OTHER PUNCTUATION
465	4	2.7	1.7	OVERPUNCTUATION
465	3	2.6	2.0	NO MISTAKES
465	30	24.4	16.4	USAGE
465	11	9.5	6.2	VERBS
465	4	3.4	2.4	PRONOUNS
465	4	3.0	1.9	MODIFIERS
465	8	5.8	3.8	CONTEXT
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

# OF STUDENTS	# OF ITEMS	AISD AVERAGE	NATIONAL AVERAGE	SKILL AREA
465	46	31.2	23.1	VISUAL MATERIALS
465	29	21.2	15.7	MAP READING
465	17	10.0	7.4	GRAPHS AND TABLES
466	45	36.4	26.4	REFERENCE MATERIALS
466	9	7.1	5.2	ALPHABETIZING
466	7	6.5	5.1	TABLE OF CONTENTS
466	8	6.9	5.2	INDEX
466	9	7.5	4.9	DICTIONARY
466	5	3.8	2.7	ENCYCLOPEDIAS
	0			GUIDE WORDS
	0			KEY WORDS
466	7	4.6	3.2	GENERAL REF MAT
466	37	25.7	20.0	MATH CONCEPTS
466	9	6.2	5.0	#ATION,#SYSTEMS,SETS
466	5	3.6	2.7	=, NOT=, #SENTENCES
466	7	5.1	3.9	WHOLE #S; INTEGERS
466	7	4.5	3.4	FRACTIONS
	0			DECIMALS, $, %
466	9	6.3	4.8	GEOMETRY-MEASUREMENT
466	27	20.9	14.4	MATH PROBLEM SOLVING
466	11	9.0	5.5	SINGLE-STEP:ADD-SUBT
466	6	4.6	2.8	SINGLE-STEP:MULT-DIV
466	10	7.2	5.1	MULTIPLE-STEP
466	45	33.1	26.6	MATH COMPUTATION
466	38	30.6	24.7	WHOLE NUMBERS
466	10	8.9	7.6	ADDITION
466	9	7.6	6.0	SUBTRACTION
466	12	9.2	7.4	MULTIPLICATION
466	7	4.9	3.8	DIVISION
466	7	2.5	1.8	FRACTIONS
466	3	1.3	.9	ADDITION
466	4	1.2	.9	SUBTRACTION
	0			MULTIPLICATION
	0			DIVISION
	0			DECIMALS
	0			ADDITION
	0			SUBTRACTION
	0			MULTIPLICATION
	0			DIVISION

IOWA TESTS OF BASIC SKILLS - SUMMARY SKILLS ANALYSIS

OFFICE OF RESEARCH AND EVALUATION

AUSTIN INDEPENDENT SCHOOL DISTRICT

DISTRICTWIDE SUMMARY TEST LEVEL: 10
GRADE: 5 DATE OF TESTING: 4-82 DATE OF REPORT: 05/02/82
STUDENTS TESTED OUT-OF-LEVEL DOWNWARD
NATIONAL AVERAGES ARE FOR STUDENTS IN GRADE 4.

# OF STUDENTS	# OF ITEMS	AISD AVERAGE	NATIONAL AVERAGE	SKILL AREA
806	36	20.5	21.9	VOCABULARY
806	9	5.2	5.6	NOUNS
806	12	7.0	7.5	VERBS
806	15	8.3	8.9	MODIFIER-CONNECTIVE
809	49	20.6	24.7	READING COMPREHENSION
809	21	10.4	11.9	FACTS
809	14	5.2	6.5	INFERENCES
809	14	5.0	6.3	GENERALIZATIONS
808	36	21.8	22.0	SPELLING
808	6	4.1	4.1	CONSONANT SUBSTITUTE
808	2	1.4	1.4	CONSONANT REVERSALS
808	3	1.6	1.7	CONSONANT OMISSIONS
808	2	1.0	1.1	ADD UNNEEDED CONS
808	3	1.6	1.6	DOUBLE CONSONANTS
808	7	4.1	4.2	VOWEL SUBSTITUTION
808	1	.3	.4	VOWEL REVERSALS
808	5	3.1	2.9	OMISSION OF VOWELS
808	2	1.3	1.3	ADD UNNEEDED VOWELS
808	5	3.4	3.4	NO MISTAKES
809	29	16.6	16.4	CAPITALIZATION
809	5	3.2	3.1	NAMES AND TITLES
809	5	3.3	3.1	DATES AND HOLIDAYS
809	6	2.8	2.9	PLACE NAMES
809	2	.7	.7	ORGANIZATIONS/GROUPS
809	5	2.4	2.4	LINGUIST CONVENTIONS
809	1	.3	.4	OVERCAPITALIZATION
809	5	3.9	3.8	NO MISTAKES
806	29	16.8	14.5	PUNCTUATION
806	12	7.1	6.5	TERMINAL PUNCTUATION
806	6	3.3	2.6	COMMA
806	5	2.5	1.7	OTHER PUNCTUATION
806	2	.9	.9	OVERPUNCTUATION
806	4	3.0	2.7	NO MISTAKES
805	29	14.0	15.1	USAGE
805	11	5.2	5.7	VERBS
805	4	2.0	2.2	PRONOUNS
805	5	1.8	2.1	MODIFIERS
805	6	3.0	3.1	CONTEXT
805	3	2.0	2.0	NO MISTAKES

# OF STUDENTS	# OF ITEMS	AISD AVERAGE	NATIONAL AVERAGE	SKILL AREA
805	40	19.4	20.3	VISUAL MATERIALS
805	28	13.0	13.7	MAP READING
805	12	6.4	6.6	GRAPHS AND TABLES
804	44	23.1	24.7	REFERENCE MATERIALS
804	8	5.3	5.8	ALPHABETIZING
804	7	4.6	4.4	TABLE OF CONTENTS
804	8	3.9	4.1	INDEX
804	9	3.0	3.7	DICTIONARY
804	5	1.8	2.0	ENCYCLOPEDIAS
	0			GUIDE WORDS
	0			KEY WORDS
804	7	4.4	4.7	GENERAL REF MAT
798	32	16.6	17.5	MATH CONCEPTS
798	11	5.8	6.4	#ATION,#SYSTEMS,SETS
798	4	2.2	2.2	=, NOT=, #SENTENCES
798	7	3.1	3.6	WHOLE #S; INTEGERS
798	4	2.3	1.9	FRACTIONS
	0			DECIMALS, $, %
798	6	3.2	3.3	GEOMETRY-MEASUREMENT
798	25	11.7	13.0	MATH PROBLEM SOLVING
798	13	6.9	7.4	SINGLE-STEP:ADD-SUBT
798	4	1.2	1.7	SINGLE-STEP:MULT-DIV
798	8	3.6	3.8	MULTIPLE-STEP
800	42	27.0	24.7	MATH COMPUTATION
800	42	27.0	24.7	WHOLE NUMBERS
800	13	9.4	8.9	ADDITION
800	13	7.9	7.6	SUBTRACTION
800	12	7.6	6.4	MULTIPLICATION
800	4	2.0	1.8	DIVISION
	0			FRACTIONS
	0			ADDITION
	0			SUBTRACTION
	0			MULTIPLICATION
	0			DIVISION
	0			DECIMALS
	0			ADDITION
	0			SUBTRACTION
	0			MULTIPLICATION
	0			DIVISION

IOWA TESTS OF BASIC SKILLS - SUMMARY SKILLS ANALYSIS

OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

DISTRICTWIDE SUMMARY TEST LEVEL: 11
GRADE: 5 DATE OF TESTING: 4-82 DATE OF REPORT: 05/02/82

# OF STUDENTS	# OF ITEMS	AISD AVERAGE	NATIONAL AVERAGE	SKILL AREA
2472	39	27.6	23.5	VOCABULARY
2472	9	6.7	5.7	NOUNS
2472	14	10.1	8.5	VERBS
2472	16	10.8	9.3	MODIFIER-CONNECTIVE
2471	54	31.7	28.0	READING COMPREHENSION
2471	18	10.9	9.8	FACTS
2471	17	9.5	8.4	INFERENCES
2471	19	11.2	9.9	GENERALIZATIONS
2473	40	28.1	24.0	SPELLING
2473	6	4.9	4.0	CONSONANT SUBSTITUTE
2473	2	1.4	1.3	CONSONANT REVERSALS
2473	2	1.6	1.3	CONSONANT OMISSIONS
2473	2	1.5	1.4	ADD UNNEEDED CONS
2473	4	2.4	2.0	DOUBLE CONSONANTS
2473	8	5.3	4.5	VOWEL SUBSTITUTION
2473	2	1.0	1.0	VOWEL REVERSALS
2473	6	3.8	3.1	OMISSION OF VOWELS
2473	3	2.4	2.0	ADD UNNEEDED VOWELS
2473	5	3.8	3.4	NO MISTAKES
2472	30	18.8	16.4	CAPITALIZATION
2472	5	3.1	2.7	NAMES AND TITLES
2472	4	3.4	2.8	DATES AND HOLIDAYS
2472	6	3.2	2.7	PLACE NAMES
2472	5	2.3	2.2	ORGANIZATIONS/GROUPS
2472	4	2.5	2.1	LINGUIST CONVENTIONS
2472	2	.9	.9	OVERCAPITALIZATION
2472	4	3.4	3.0	NO MISTAKES
2473	30	20.6	15.0	PUNCTUATION
2473	10	6.9	5.2	TERMINAL PUNCTUATION
2473	7	5.0	3.5	COMMA
2473	6	4.0	2.6	OTHER PUNCTUATION
2473	4	2.3	1.7	OVERPUNCTUATION
2473	3	2.4	2.0	NO MISTAKES
2474	30	20.0	16.4	USAGE
2474	11	7.7	6.2	VERBS
2474	4	3.0	2.4	PRONOUNS
2474	4	2.4	1.9	MODIFIERS
2474	8	4.6	3.8	CONTEXT
2474	[illegible]	[illegible]	2.1	NO MISTAKES

# OF STUDENTS	# OF ITEMS	AISD AVERAGE	NATIONAL AVERAGE	SKILL AREA
2476	46	26.7	23.1	VISUAL MATERIALS
2476	29	18.1	15.7	MAP READING
2476	17	8.6	7.4	GRAPHS AND TABLES
2473	45	30.8	26.4	REFERENCE MATERIALS
2473	9	5.9	5.2	ALPHABETIZING
2473	7	6.0	5.1	TABLE OF CONTENTS
2473	8	6.1	5.2	INDEX
2473	9	6.0	4.9	DICTIONARY
2473	5	3.2	2.7	ENCYCLOPEDIAS
	0			GUIDE WORDS
	0			KEY WORDS
2473	7	3.6	3.2	GENERAL REF MAT
2473	37	21.8	20.0	MATH CONCEPTS
2473	9	4.9	5.0	#ATION,#SYSTEMS,SETS
2473	5	2.9	2.7	=, NOT=, #SENTENCES
2473	7	4.4	3.9	WHOLE #S; INTEGERS
2473	7	4.3	3.4	FRACTIONS
	0			DECIMALS, $, %
2473	9	5.3	4.8	GEOMETRY-MEASUREMENT
2472	27	16.4	14.4	MATH PROBLEM SOLVING
2472	11	7.6	5.5	SINGLE-STEP:ADD-SUBT
2472	6	3.2	2.8	SINGLE-STEP:MULT-DIV
2472	10	5.6	5.1	MULTIPLE-STEP
2471	45	31.0	26.6	MATH COMPUTATION
2471	38	28.2	24.7	WHOLE NUMBERS
2471	10	8.3	7.6	ADDITION
2471	9	6.9	6.0	SUBTRACTION
2471	12	8.5	7.4	MULTIPLICATION
2471	7	4.6	3.8	DIVISION
2471	7	2.8	1.8	FRACTIONS
2471	3	1.4	.9	ADDITION
2471	4	1.4	.9	SUBTRACTION
	0			MULTIPLICATION
	0			DIVISION
	0			DECIMALS
	0			ADDITION
	0			SUBTRACTION
	0			MULTIPLICATION
	0			DIVISION

IOWA TESTS OF BASIC SKILLS - SUMMARY SKILLS ANALYSIS

OFFICE OF RESEARCH AND EVALUATION.

AUSTIN INDEPENDENT SCHOOL DISTRICT

DISTRICTWIDE SUMMARY TEST LEVEL: 12
GRADE: 5 DATE OF TESTING: 4-82 DATE OF REPORT: 05/02/82
STUDENTS TESTED OUT-OF-LEVEL UPWARD
NATIONAL AVERAGES ARE FOR STUDENTS IN GRADE 6.

# OF STUDENTS	# OF ITEMS	AISD AVERAGE	NATIONAL AVERAGE	SKILL AREA
595	**42**	**36.3**	**25.6**	**VOCABULARY**
595	12	10.5	7.4	NOUNS
595	14	12.1	8.7	VERBS
595	16	13.8	9.5	MODIFIER-CONNECTIVE
596	**56**	**44.2**	**30.6**	**READING COMPREHENSION**
596	17	13.3	9.2	FACTS
596	19	15.2	10.4	INFERENCES
596	20	15.7	11.0	GENERALIZATIONS
596	**42**	**34.3**	**25.0**	**SPELLING**
596	5	4.4	3.2	CONSONANT SUBSTITUTE
596	2	1.7	1.1	CONSONANT REVERSALS
596	2	1.8	1.3	CONSONANT OMISSIONS
596	2	1.8	1.4	ADD UNNEEDED CONS
596	5	3.7	2.7	DOUBLE CONSONANTS
596	10	8.4	6.1	VOWEL SUBSTITUTION
596	3	2.2	1.7	VOWEL REVERSALS
596	5	3.7	2.6	OMISSION OF VOWELS
596	2	1.3	.8	ADD UNNEEDED VOWELS
596	6	5.2	4.1	NO MISTAKES
596	**30**	**22.9**	**15.6**	**CAPITALIZATION**
596	4	2.9	1.8	NAMES AND TITLES
596	2	1.6	1.1	DATES AND HOLIDAYS
596	8	6.6	4.4	PLACE NAMES
596	5	3.6	2.7	ORGANIZATIONS/GROUPS
596	5	3.4	2.2	LINGUIST CONVENTIONS
596	3	2.1	1.4	OVERCAPITALIZATION
596	3	2.7	2.0	NO MISTAKES
595	**30**	**25.4**	**15.6**	**PUNCTUATION**
595	7	5.7	3.7	TERMINAL PUNCTUATION
595	6	5.3	3.3	COMMA
595	9	7.8	4.5	OTHER PUNCTUATION
595	5	3.8	2.2	OVERPUNCTUATION
595	3	2.7	2.0	NO MISTAKES
595	**30**	**25.4**	**17.1**	**USAGE**
595	10	8.6	2.8	VERBS
595	3	2.8	1.9	PRONOUNS
595	6	5.1	3.4	MODIFIERS
595	8	6.3	4.0	CONTEXT
595	3	2.5	2.0	NO MISTAKES

# OF STUDENTS	# OF ITEMS	AISD AVERAGE	NATIONAL AVERAGE	SKILL AREA
595	**49**	**26.3**	**18.4**	**VISUAL MATERIALS**
595	31	18.0	13.0	MAP READING
595	18	8.3	5.4	GRAPHS AND TABLES
595	**46**	**37.1**	**26.0**	**REFERENCE MATERIALS**
595	9	8.3	6.4	ALPHABETIZING
	0			TABLE OF CONTENTS
595	8	5.1	3.2	INDEX
595	9	8.3	5.8	DICTIONARY
595	5	4.3	3.2	ENCYCLOPEDIAS
595	4	2.8	1.7	GUIDE WORDS
595	4	2.7	1.7	KEY WORDS
595	7	5.5	4.0	GENERAL REF MAT
595	**40**	**28.9**	**21.0**	**MATH CONCEPTS**
595	9	6.1	4.9	#ATION,#SYSTEMS,SETS
595	4	3.0	2.0	=, NOT=, #SENTENCES
595	6	5.0	3.8	WHOLE #S; INTEGERS
595	8	6.5	4.1	FRACTIONS
595	5	3.1	2.1	DECIMALS, $, %
595	8	5.2	4.1	GEOMETRY-MEASUREMENT
595	**29**	**22.3**	**15.2**	**MATH PROBLEM SOLVING**
595	6	4.8	3.5	SINGLE-STEP:ADD-SUBT
595	7	5.7	3.8	SINGLE-STEP:MULT-DIV
595	16	11.8	7.9	MULTIPLE-STEP
595	**45**	**33.7**	**26.0**	**MATH COMPUTATION**
595	28	23.4	19.1	WHOLE NUMBERS
595	5	4.5	3.9	ADDITION
595	5	4.3	3.5	SUBTRACTION
595	9	7.4	6.0	MULTIPLICATION
595	9	7.3	5.7	DIVISION
595	13	8.2	4.5	FRACTIONS
595	4	3.1	1.6	ADDITION
595	6	3.8	1.8	SUBTRACTION
595	3	1.3	1.1	MULTIPLICATION
	0			DIVISION
595	4	2.1	2.0	DECIMALS
595	2	1.1	1.1	ADDITION
595	2	1.0	.9	SUBTRACTION
	0			MULTIPLICATION
	0			DIVISION

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IOWA TESTS OF BASIC SKILLS - SUMMARY SKILLS ANALYSIS

OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

DISTRICTWIDE SUMMARY TEST LEVEL: 11
GRADE: 6 DATE OF TESTING: 4-82 DATE OF REPORT: 05/02/82
STUDENTS TESTED OUT-OF-LEVEL DOWNWARD
NATIONAL AVERAGES ARE FOR STUDENTS IN GRADE 5.

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# OF STUDENTS	# OF ITEMS	AISD AVERAGE	NATIONAL AVERAGE	SKILL AREA
667	39	18.5	23.5	VOCABULARY
667	9	4.6	5.7	NOUNS
667	14	6.9	8.5	VERBS
667	16	7.0	9.3	MODIFIER-CONNECTIVE
668	54	21.6	28.0	READING COMPREHENSION
668	18	7.6	9.8	FACTS
668	17	6.4	8.4	INFERENCES
668	19	7.7	9.9	GENERALIZATIONS
669	40	22.4	24.0	SPELLING
669	6	3.9	4.0	CONSONANT SUBSTITUTE
669	2	1.1	1.3	CONSONANT REVERSALS
669	2	1.2	1.3	CONSONANT OMISSIONS
669	2	1.1	1.4	ADD UNNEEDED CONS
669	4	2.0	2.0	DOUBLE CONSONANTS
669	8	4.1	4.5	VOWEL SUBSTITUTION
669	2	.8	1.0	VOWEL REVERSALS
669	6	3.1	3.1	OMISSION OF VOWELS
669	3	1.9	2.0	ADD UNNEEDED VOWELS
669	5	3.3	3.4	NO MISTAKES
669	30	14.4	16.4	CAPITALIZATION
669	5	2.4	2.7	NAMES AND TITLES
669	4	2.7	2.8	DATES AND HOLIDAYS
669	6	2.1	2.7	PLACE NAMES
669	5	1.7	2.2	ORGANIZATIONS/GROUPS
669	4	1.9	2.1	LINGUIST CONVENTIONS
669	2	.7	.9	OVERCAPITALIZATION
669	4	3.0	3.0	NO MISTAKES
668	30	15.3	15.0	PUNCTUATION
668	10	5.0	5.2	TERMINAL PUNCTUATION
668	7	3.6	3.5	COMMA
668	5	3.1	2.6	OTHER PUNCTUATION
668	4	1.6	1.7	OVERPUNCTUATION
668	3	2.1	2.0	NO MISTAKES
669	30	14.2	16.4	USAGE
669	11	5.2	6.2	VERBS
669	4	2.3	2.4	PRONOUNS
669	4	1.6	1.9	MODIFIERS
669	8	3.1	3.8	CONTEXT
66[illegible]	[illegible]	[illegible]0	2.1	[illegible] MISTAKES

# OF STUDENTS	# OF ITEMS	AISD AVERAGE	NATIONAL AVERAGE	SKILL AREA
671	46	20.7	23.1	VISUAL MATERIALS
671	29	14.1	15.7	MAP READING
671	17	6.6	7.4	GRAPHS AND TABLES
670	45	23.5	26.4	REFERENCE MATERIALS
670	9	4.2	5.2	ALPHABETIZING
670	7	5.2	5.1	TABLE OF CONTENTS
670	8	4.8	5.2	INDEX
670	9	4.3	4.9	DICTIONARY
670	5	2.5	2.7	ENCYCLOPEDIAS
	0			GUIDE WORDS
	0			KEY WORDS
670	7	2.6	3.2	GENERAL REF MAT
667	37	16.4	20.0	MATH CONCEPTS
667	9	3.4	5.0	#ATION,#SYSTEMS,SETS
667	5	2.2	2.7	=, NOT=, #SENTENCES
667	7	3.3	3.9	WHOLE #S; INTEGERS
667	7	3.5	3.4	FRACTIONS
	0			DECIMALS, $, %
667	9	4.0	4.8	GEOMETRY-MEASUREMENT
666	27	11.7	14.4	MATH PROBLEM SOLVING
666	11	5.6	5.5	SINGLE-STEP:ADD-SUBT
666	6	1.8	2.8	SINGLE-STEP:MULT-DIV
666	10	4.3	5.1	MULTIPLE-STEP
665	45	26.8	26.6	MATH COMPUTATION
665	38	24.9	24.7	WHOLE NUMBERS
665	10	7.7	7.6	ADDITION
665	9	5.9	6.0	SUBTRACTION
665	12	7.5	7.4	MULTIPLICATION
665	7	3.8	3.8	DIVISION
665	7	2.0	1.8	FRACTIONS
665	3	1.0	.9	ADDITION
665	4	1.0	.9	SUBTRACTION
	0			MULTIPLICATION
	0			DIVISION
	0			DECIMALS
	0			ADDITION
	0			SUBTRACTION
	0			MULTIPLICATION
	0			DIVISION

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IOWA TESTS OF BASIC SKILLS - SUMMARY SKILLS ANALYSIS

OFFICE OF RESEARCH AND EVALUATION

AUSTIN INDEPENDENT SCHOOL DISTRICT

DISTRICTWIDE SUMMARY   TEST LEVEL: 12
GRADE: 6   DATE OF TESTING: 4-82   DATE OF REPORT: 05/02/82

# OF STUDENTS	# OF ITEMS	AISD AVERAGE	NATIONAL AVERAGE	SKILL AREA
2330	42	29.5	25.6	VOCABULARY
2330	12	8.5	7.4	NOUNS
2330	14	9.9	8.7	VERBS
2330	16	11.0	9.5	MODIFIER-CONNECTIVE
2329	56	34.4	30.6	READING COMPREHENSION
2329	17	10.2	9.2	FACTS
2329	19	11.9	10.4	INFERENCES
2329	20	12.3	11.0	GENERALIZATIONS
2328	42	28.5	25.0	SPELLING
2328	5	3.7	3.2	CONSONANT SUBSTITUTE
2328	2	1.3	1.1	CONSONANT REVERSALS
2328	2	1.4	1.3	CONSONANT OMISSIONS
2328	2	1.5	1.4	ADD UNNEEDED CONS
2328	5	3.1	2.7	DOUBLE CONSONANTS
2328	10	7.0	6.1	VOWEL SUBSTITUTION
2328	3	1.8	1.7	VOWEL REVERSALS
2328	5	3.1	2.6	OMISSION OF VOWELS
2328	2	.9	.8	ADD UNNEEDED VOWELS
2328	6	4.6	4.1	NO MISTAKES
2327	30	17.9	15.6	CAPITALIZATION
2327	4	2.0	1.8	NAMES AND TITLES
2327	2	1.2	1.1	DATES AND HOLIDAYS
2327	9	5.3	4.4	PLACE NAMES
2327	5	2.9	2.7	ORGANIZATIONS/GROUPS
2327	5	2.6	2.2	LINGUIST CONVENTIONS
2327	3	1.6	1.4	OVERCAPITALIZATION
2327	3	2.3	2.0	NO MISTAKES
2326	30	20.6	15.6	PUNCTUATION
2326	7	4.7	3.7	TERMINAL PUNCTUATION
2326	6	4.5	3.3	COMMA
2326	9	6.3	4.5	OTHER PUNCTUATION
2326	5	2.7	2.2	OVERPUNCTUATION
2326	3	2.4	2.0	NO MISTAKES
2327	30	20.5	17.1	USAGE
2327	10	7.0	2.8	VERBS
2327	3	2.4	1.9	PRONOUNS
2327	6	4.0	3.4	MODIFIERS
2327	8	4.8	4.0	CONTEXT
2327	3	2.2	2.0	NO MISTAKES

# OF STUDENTS	# OF ITEMS	AISD AVERAGE	NATIONAL AVERAGE	SKILL AREA
2326	49	20.2	18.4	VISUAL MATERIALS
2326	31	14.5	13.0	MAP READING
2326	18	5.8	5.4	GRAPHS AND TABLES
2325	46	30.0	26.0	REFERENCE MATERIALS
2325	9	7.4	6.4	ALPHABETIZING
	0			TABLE OF CONTENTS
2325	8	3.8	3.2	INDEX
2325	9	6.9	5.8	DICTIONARY
2325	5	3.6	3.2	ENCYCLOPEDIAS
2325	4	2.0	1.7	GUIDE WORDS
2325	4	1.8	1.7	KEY WORDS
2325	7	4.5	4.0	GENERAL REF MAT
2323	40	22.5	21.0	MATH CONCEPTS
2323	9	4.8	4.9	#ATION,#SYSTEMS,SETS
2323	4	2.1	2.0	=, NOT=, #SENTENCES
2323	6	4.3	3.8	WHOLE #S: INTEGERS
2323	8	5.1	4.1	FRACTIONS
2323	5	2.2	2.1	DECIMALS, $, %
2323	8	4.0	4.1	GEOMETRY-MEASUREMENT
2323	29	16.2	15.2	MATH PROBLEM SOLVING
2323	6	3.8	3.5	SINGLE-STEP:ADD-SUBT
2323	7	4.2	3.8	SINGLE-STEP:MULT-DIV
2323	16	8.2	7.9	MULTIPLE-STEP
2324	45	29.5	26.0	MATH COMPUTATION
2324	28	21.4	19.1	WHOLE NUMBERS
2324	5	4.1	3.9	ADDITION
2324	5	3.9	3.5	SUBTRACTION
2324	9	6.7	6.0	MULTIPLICATION
2324	9	6.6	5.7	DIVISION
2324	13	6.2	4.5	FRACTIONS
2324	4	2.3	1.6	ADDITION
2324	6	2.8	1.8	SUBTRACTION
2324	3	1.1	1.1	MULTIPLICATION
	0			DIVISION
2324	4	1.9	2.0	DECIMALS
2324	2	1.0	1.1	ADDITION
2324	2	.9	.9	SUBTRACTION
	0			MULTIPLICATION
	0			DIVISION

IOWA TESTS OF BASIC SKILLS - SUMMARY SKILLS ANALYSIS

OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

DISTRICTWIDE SUMMARY   TEST LEVEL: 13
GRADE: 6   DATE OF TESTING: 4-82   DATE OF REPORT: 05/02/82
STUDENTS TESTED OUT-OF-LEVEL UPWARD
NATIONAL AVERAGES ARE FOR STUDENTS IN GRADE 7.

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# OF STUDENTS	# OF ITEMS	AISD AVERAGE	NATIONAL AVERAGE	SKILL AREA
762	43	35.5	24.8	VOCABULARY
762	13	11.3	7.7	NOUNS
762	14	11.3	8.0	VERBS
762	16	12.8	9.1	MODIFIER-CONNECTIVE
763	57	42.8	29.8	READING COMPREHENSION
763	18	13.5	9.4	FACTS
763	17	12.3	8.3	INFERENCES
763	22	17.1	12.1	GENERALIZATIONS
763	43	34.9	25.0	SPELLING
763	6	5.1	3.8	CONSONANT SUBSTITUTE
763	2	1.8	1.3	CONSONANT REVERSALS
763	2	1.5	1.0	CONSONANT OMISSIONS
763	2	1.7	1.2	ADD UNNEEDED CONS
763	4	3.0	2.1	DOUBLE CONSONANTS
763	10	8.6	5.9	VOWEL SUBSTITUTION
763	2	1.4	1.0	VOWEL REVERSALS
763	5	3.8	2.7	OMISSION OF VOWELS
763	3	2.1	1.4	ADD UNNEEDED VOWELS
763	7	6.0	4.8	NO MISTAKES
763	31	22.9	15.8	CAPITALIZATION
763	4	3.2	2.2	NAMES AND TITLES
763	2	1.4	.9	DATES AND HOLIDAYS
763	7	4.7	3.3	PLACE NAMES
763	5	3.7	2.8	ORGANIZATIONS/GROUPS
763	6	4.4	2.9	LINGUIST CONVENTIONS
763	4	2.9	1.7	OVERCAPITALIZATION
763	3	2.5	2.0	NO MISTAKES
763	31	25.9	16.3	PUNCTUATION
763	6	4.8	2.9	TERMINAL PUNCTUATION
763	8	6.8	4.2	COMMA
763	6	5.4	3.3	OTHER PUNCTUATION
763	8	6.4	4.0	OVERPUNCTUATION
763	3	2.5	1.9	NO MISTAKES
763	31	25.4	17.2	USAGE
763	9	7.7	5.2	VERBS
763	4	3.2	2.2	PRONOUNS
763	7	5.6	3.4	MODIFIERS
763	8	6.4	4.2	CONTEXT
76[illegible]	[illegible]	2.5	2.0	NO MISTAKES

# OF STUDENTS	# OF ITEMS	AISD AVERAGE	NATIONAL AVERAGE	SKILL AREA
763	52	30.9	20.8	VISUAL MATERIALS
763	29	18.1	12.5	MAP READING
763	23	12.8	8.3	GRAPHS AND TABLES
762	47	36.8	25.9	REFERENCE MATERIALS
762	9	8.4	6.9	ALPHABETIZING
	0			TABLE OF CONTENTS
762	8	6.0	3.8	INDEX
762	9	6.9	4.4	DICTIONARY
762	6	3.6	2.3	ENCYCLOPEDIAS
762	4	3.0	2.0	GUIDE WORDS
762	4	3.1	2.0	KEY WORDS
762	7	5.8	4.6	GENERAL REF MAT
761	42	29.7	20.9	MATH CONCEPTS
761	8	5.9	4.4	#ATION,#SYSTEMS,SETS
761	4	2.7	2.1	=, NOT=, #SENTENCES
761	5	3.4	2.6	WHOLE #S: INTEGERS
761	8	6.0	4.0	FRACTIONS
761	9	7.2	4.6	DECIMALS, $, %
761	8	4.5	3.3	GEOMETRY-MEASUREMENT
762	30	22.2	15.7	MATH PROBLEM SOLVING
762	3	2.1	1.4	SINGLE-STEP:ADD-SUBT
762	4	3.0	2.0	SINGLE-STEP:MULT-DIV
762	23	17.1	12.2	MULTIPLE-STEP
762	45	33.0	23.9	MATH COMPUTATION
762	16	13.4	10.8	WHOLE NUMBERS
762	3	2.7	2.3	ADDITION
762	3	2.6	2.2	SUBTRACTION
762	5	3.7	3.1	MULTIPLICATION
762	5	4.3	3.2	DIVISION
762	18	12.8	7.7	FRACTIONS
762	5	4.0	2.5	ADDITION
762	6	4.8	2.6	SUBTRACTION
762	4	2.7	1.8	MULTIPLICATION
762	3	1.2	.9	DIVISION
762	11	6.8	5.4	DECIMALS
762	3	2.4	2.0	ADDITION
762	3	2.2	1.7	SUBTRACTION
762	3	1.4	1.1	MULTIPLICATION
762	2	.8	.6	DIVISION

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IOWA TESTS OF BASIC SKILLS - SUMMARY SKILLS ANALYSIS

OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

DISTRICTWIDE SUMMARY TEST LEVEL: 13
GRADE: 7 DATE OF TESTING: 2-82 DATE OF REPORT: 03/03/82

# OF STUDENTS	# OF ITEMS	AISD AVERAGE	NATIONAL AVERAGE	SKILL AREA
3886	43	27.2	24.1	VOCABULARY
3886	13	8.6	7.5	NOUNS
3886	14	8.7	7.7	VERBS
3886	16	9.8	8.9	MODIFIER-CONNECTIVE
3877	57	31.4	28.7	READING COMPREHENSION
3877	18	9.7	9.0	FACTS
3877	17	8.7	8.0	INFERENCES
3877	22	13.0	11.7	GENERALIZATIONS
3867	43	27.8	24.3	SPELLING
3867	6	4.2	3.7	CONSONANT SUBSTITUTE
3867	2	1.3	1.3	CONSONANT REVERSALS
3867	2	1.2	1.0	CONSONANT OMISSIONS
3867	2	1.3	1.1	ADD UNNEEDED CONS
3867	4	2.4	2.0	DOUBLE CONSONANTS
3867	10	6.8	5.7	VOWEL SUBSTITUTION
3867	2	1.0	.9	VOWEL REVERSALS
3867	5	2.9	2.6	OMISSION OF VOWELS
3867	3	1.5	1.3	ADD UNNEEDED VOWELS
3867	7	5.2	4.7	NO MISTAKES
3877	31	17.6	15.3	CAPITALIZATION
3877	4	2.5	2.1	NAMES AND TITLES
3877	2	1.0	.9	DATES AND HOLIDAYS
3877	7	3.6	3.2	PLACE NAMES
3877	5	2.9	2.7	ORGANIZATIONS/GROUPS
3877	6	3.3	2.8	LINGUIST CONVENTIONS
3877	4	2.0	1.6	OVERCAPITALIZATION
3877	3	2.2	2.0	NO MISTAKES
3866	31	19.7	15.9	PUNCTUATION
3866	6	3.5	2.9	TERMINAL PUNCTUATION
3866	8	5.1	4.1	COMMA
3866	6	4.2	3.2	OTHER PUNCTUATION
3866	8	4.8	3.9	OVERPUNCTUATION
3866	3	2.0	1.6	NO MISTAKES
3867	31	19.4	16.8	USAGE
3867	9	6.0	5.1	VERBS
3867	4	2.5	2.1	PRONOUNS
3867	7	4.1	3.5	MODIFIERS
3867	8	4.8	4.1	CONTEXT
3867	3	2.1	2.0	NO MISTAKES

# OF STUDENTS	# OF ITEMS	AISD AVERAGE	NATIONAL AVERAGE	SKILL AREA
3870	52	22.4	19.8	VISUAL MATERIALS
3870	29	13.4	11.9	MAP READING
3870	23	9.0	7.9	GRAPHS AND TABLES
3871	47	27.8	25.3	REFERENCE MATERIALS
3871	9	7.3	6.8	ALPHABETIZING
	0			TABLE OF CONTENTS
3871	8	4.4	3.7	INDEX
3871	9	4.8	4.3	DICTIONARY
3871	6	2.5	2.2	ENCYCLOPEDIAS
3871	4	2.2	1.9	GUIDE WORDS
3871	4	2.1	1.9	KEY WORDS
3871	7	4.6	4.5	GENERAL REF MAT
3860	42	22.2	20.0	MATH CONCEPTS
3860	8	4.6	4.2	#ATION,#SYSTEMS,SETS
3860	4	2.0	2.0	=, NOT=, #SENTENCES
3860	5	2.7	2.4	WHOLE #S; INTEGERS
3860	8	4.4	3.9	FRACTIONS
3860	9	5.2	4.4	DECIMALS, $, %
3860	8	3.3	3.1	GEOMETRY-MEASUREMENT
3862	30	16.4	15.1	MATH PROBLEM SOLVING
3862	3	1.5	1.4	SINGLE-STEP:ADD-SUBT
3862	4	2.2	2.0	SINGLE-STEP:MULT-DIV
3862	23	12.7	11.7	MULTIPLE-STEP
3859	45	26.4	22.5	MATH COMPUTATION
3859	16	11.4	10.4	WHOLE NUMBERS
3859	3	2.4	2.2	ADDITION
3859	3	2.3	2.1	SUBTRACTION
3859	5	3.2	3.0	MULTIPLICATION
3859	5	3.5	3.1	DIVISION
3859	18	9.4	7.1	FRACTIONS
3859	5	3.0	2.3	ADDITION
3859	6	3.5	2.4	SUBTRACTION
3859	4	2.0	1.6	MULTIPLICATION
3859	3	1.0	.8	DIVISION
3859	11	5.7	5.0	DECIMALS
3859	3	2.0	1.9	ADDITION
3859	3	1.8	1.6	SUBTRACTION
3859	3	1.2	1.0	MULTIPLICATION
3859	2	.7	.5	DIVISION

IOWA TESTS OF BASIC SKILLS - SUMMARY SKILLS ANALYSIS

OFFICE OF RESEARCH AND EVALUATION

DISTRICTWIDE SUMMARY TEST LEVEL: 14
GRADE: 8 DATE OF TESTING: 2-82 DATE OF REPORT: 03/03/82

AUSTIN INDEPENDENT SCHOOL DISTRICT

# OF STUDENTS	# OF ITEMS	AISD AVERAGE	NATIONAL AVERAGE	SKILL AREA
3567	44	28.1	25.1	VOCABULARY
3567	14	9.3	8.2	NOUNS
3567	14	8.7	7.7	VERBS
3567	16	10.1	9.2	MODIFIER-CONNECTIVE
3561	58	31.7	29.6	READING COMPREHENSION
3561	23	12.0	11.2	FACTS
3561	13	7.2	6.7	INFERENCES
3561	22	12.5	11.7	GENERALIZATIONS
3561	44	28.4	25.8	SPELLING
3561	5	3.7	3.4	CONSONANT SUBSTITUTE
3561	2	1.0	1.0	CONSONANT REVERSALS
3561	3	1.9	1.7	CONSONANT OMISSIONS
3561	3	1.9	1.7	ADD UNNEEDED CONS
3561	4	2.4	2.1	DOUBLE CONSONANTS
3561	11	7.3	6.5	VOWEL SUBSTITUTION
3561	3	1.5	1.4	VOWEL REVERSALS
3561	4	2.4	2.2	OMISSION OF VOWELS
3561	2	.9	.9	ADD UNNEEDED VOWELS
3561	7	5.3	4.9	NO MISTAKES
3564	32	18.3	16.0	CAPITALIZATION
3564	3	1.6	1.5	NAMES AND TITLES
3564	2	1.2	1.0	DATES AND HOLIDAYS
3564	6	3.3	3.0	PLACE NAMES
3564	5	2.8	2.4	ORGANIZATIONS/GROUPS
3564	7	4.3	3.8	LINGUIST CONVENTIONS
3564	6	2.8	2.3	OVERCAPITALIZATION
3564	3	2.2	2.0	NO MISTAKES
3562	32	20.4	16.7	PUNCTUATION
3562	4	2.7	2.3	TERMINAL PUNCTUATION
3562	13	8.0	6.4	COMMA
3562	7	4.6	3.6	OTHER PUNCTUATION
3562	5	3.2	2.6	OVERPUNCTUATION
3562	3	1.9	1.8	NO MISTAKES
3565	32	19.6	16.9	USAGE
3565	11	7.0	5.9	VERBS
3565	4	2.3	2.0	PRONOUNS
3565	8	4.9	4.2	MODIFIERS
3565	6	3.4	2.9	CONTEXT
3565	3	2.1	1.9	NO MISTAKES

# OF STUDENTS	# OF ITEMS	AISD AVERAGE	NATIONAL AVERAGE	SKILL AREA
3569	54	24.8	21.8	VISUAL MATERIALS
3569	33	15.3	13.5	MAP READING
3569	21	9.5	8.3	GRAPHS AND TABLES
3567	48	29.4	26.8	REFERENCE MATERIALS
3567	9	7.6	7.3	ALPHABETIZING
	0			TABLE OF CONTENTS
3567	8	4.9	4.1	INDEX
3567	9	5.6	5.0	DICTIONARY
3567	6	3.0	2.6	ENCYCLOPEDIAS
3567	4	2.4	2.2	GUIDE WORDS
3567	4	2.3	2.2	KEY WORDS
3567	8	3.7	3.3	GENERAL REF MAT
3545	44	24.3	22.2	MATH CONCEPTS
3545	7	4.1	3.9	#ATION, #SYSTEMS, SETS
3545	5	2.6	2.6	=, NOT=, #SENTENCES
3545	4	2.3	2.1	WHOLE #S; INTEGERS
3545	7	3.9	3.5	FRACTIONS
3545	11	6.7	5.8	DECIMALS, $, %
3545	10	4.6	4.3	GEOMETRY-MEASUREMENT
3546	32	16.9	16.0	MATH PROBLEM SOLVING
3546	3	1.5	1.4	SINGLE-STEP: ADD-SUBT
3546	5	2.9	2.6	SINGLE-STEP: MULT-DIV
3546	24	12.5	12.0	MULTIPLE-STEP
3549	45	26.2	23.5	MATH COMPUTATION
3549	11	7.9	7.4	WHOLE NUMBERS
3549	3	2.2	2.1	ADDITION
3549	3	2.2	2.0	SUBTRACTION
3549	3	2.1	1.9	MULTIPLICATION
3549	2	1.5	1.4	DIVISION
3549	15	7.6	6.7	FRACTIONS
3549	3	1.6	1.4	ADDITION
3549	3	1.4	1.1	SUBTRACTION
3549	5	2.7	2.4	MULTIPLICATION
3549	4	1.9	1.7	DIVISION
3549	19	10.7	9.4	DECIMALS
3549	4	3.0	2.7	ADDITION
3549	4	2.8	2.5	SUBTRACTION
3549	5	2.8	2.3	MULTIPLICATION
3549	6	2.2	1.8	DIVISION

ATTACHMENT E-1

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

HINTS FOR TESTING LEP STUDENTS

Before the Testing

1. Demonstrate a positive attitude toward the test. Do not communicate, verbally or nonverbally, feelings of "this test is not important" or "the student should not have to take the test."

2. Include the LEP student in any practice tests given.

3. Talk to the LEP student before the test. Discuss these points in the student's home language.

   a. There will be a test.
   b. It will be in English only.
   c. Many of the questions will be about things you have not been taught yet.
   d. It is important to take the test and try your best.
   e. This test is given every year to all students. When you take the test next year, you will be able to see how much you have learned.
   f. Doing your best is important so that we can know what you have already learned in English. Then we can help you learn more.
   g. Do your best, but the grades you make in school will not depend on this test.
   h. When you have answered all the questions that you can, sit quietly and wait for others to finish.

During the Testing

1. You may use the student's home language while preparing for the test; however, once the standardized instructions begin, use only English. This means...

   a. Do not translate any part of the test for the student.
   b. You may answer questions in the student's home language about procedures, e.g., how to mark answers, but not actual items or vocabulary.

2. If the student stops and can go no farther, ask the student to sit quietly until the others finish and to go back over the answers.

   If the student cannot do this, provide a quiet activity to do while the others finish.

After the First Test

The scores made by limited-English-proficient (LEP) students who are dominant or monolingual in a language other than English are not used in determining school averages. However, LEP students are not exempt from testing since their status as LEP students may change as a result of a more recent test score.

After the administration of at least one test, a LEP student who is dominant or monolingual in a language other than English may be excused from other tests if in the teacher's judgment the student cannot understand English well enough to answer about one out of four items correctly. This determination should be made for each test separately since a LEP student who may not be able to take a reading comprehension test may be able to do reasonably well on a math computation test.

After the Testing

1. Accept the student's feeling toward the test by saying "I understand how you feel. I agree that you should feel __________. However, this test was important and I am pleased that you tried."

2. Reassure the student that the results will not affect the student's grades.

3. Keep a positive attitude.

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81.24 KINDERGARTEN REPORT DISTRIBUTION LIST, FALL 1981

ITBS LEVEL 5 LANGUAGE TEST
Fall, 1981
Distribution of Reports

Report	# Copies and Recipient
Classroom alpha listing of percentile, grade equivalent, and skill area scores, also showing school and district medians	2 Schools (1 teacher, 1 principal) 1 ORE (paper replaced by microfiche) 3 Total
District summary showing median percentile, grade equivalent, and skill area scores for each school and for AISD	3 Primary Instructional Coordinator Clusters 1 Associate Superintendent for Instruction 1 Assistant Superintendent, Elementary 1 Director of Elementary School Curriculum 1 Director of Elementary School Management 1 ORE (white paper) 1 Extra 9 Total
Gummed student score labels, alphabetic by classroom	1 School

Revised 9/17/81

ATTACHMENT E-3

KINDERGARTEN REPORT DISTRIBUTION LIST, SPRING 1982

ATTACHMENT E-3
(Page 1 of 2)

ITBS 1981-82
Kindergarten, Spring
Distribution of Reports

All ITBS materials and reports are sent directly to the principal at each school.

INDIVIDUAL STUDENT REPORTS

Report	# of Copies and Recipient	
Alpha listing	2	Schools
	1	ORE
	1	Supervisor of Psychological Services
	4	Total
Listening percentile rank order	2	Schools
	1	ORE
	1	Supervisor of Psychological Services
	4	Total
Language percentile rank order	2	Schools
	1	ORE
	1	Supervisor of Psychological Services
	4	Total
Mathematics percentile rank order	2	Schools
	1	ORE
	1	Supervisor of Psychological Services
	4	Total
Individual student skills analysis	1	Schools
ITBS brown-and-white labels	1	Schools (for permanent record card)
Parent Brochure (with printed scores)	1	Schools (By Hart Graphics)

Revised: May 6, 1982

ITBS 1981-82
Kindergarten, Spring
Distribution of Reports

All ITBS materials and reports are sent directly to the principal at each school.

SCHOOL AND DISTRICT SUMMARY REPORTS

Report	# of Copies and Recipient
School summary skills analysis	1 Schools 3 Elementary Instructional Coordinator Clusters 1 Associate Superintendent for Instruction 1 Assistant Superintendent for Elementary 1 Director of Elementary School Curriculum 1 Director of Elementary School Management 1 ORE (white paper) 9 Total
*Districtwide skills analysis summary	3 Elementary Instructional Coordinator Clusters 1 Associate Superintendent for Instruction 1 Assistant Superintendent for Elementary 1 Director of Elementary School Curriculum 1 Director of Elementary School Management 1 ORE (white paper) 8 Total
*Districtwide achievement profiles	3 Elementary Instructional Coordinator Clusters 1 Associate Superintendent for Instruction 1 Assistant Superintendent for Elementary 1 Director of Elementary School Curriculum 1 Director of Elementary School Management 1 ORE (white paper) 8 Total

*These reports are not distributed to ANYONE until the final reports are distributed to the School Board.

Revised: May 6, 1982

ATTACHMENT E-4

ELEMENTARY ITBS REPORT DISTRIBUTION LIST, SPRING 1982

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ITBS 1981-82
Elementary, Grades 1-6
Distribution of Reports

All ITBS materials and reports are sent directly to the principal at each school.

INDIVIDUAL STUDENT REPORTS

Report	# of Copies and Recipient
Alpha listing, grades 1-6	2 Schools 1 ORE (paper replaced by microfiche) 1 Supervisor of Psychological Services 4 Total
Reading Total percentile rank order, grades 1-6	2 Schools 1 ORE (paper replaced by microfiche) 1 Supervisor of Psychological Services 4 Total
Language Total percentile rank order, grades 3-6 only	2 Schools 1 ORE (paper replaced by microfiche) 1 Supervisor of Psychological Services 4 Total
Math Total percentile rank order, grades 1-6	2 Schools 1 ORE (paper replaced by microfiche) 1 Supervisor of Psychological Services 4 Total
Individual Student Skills Analysis	1 Schools
ITBS Gummed Label w/GE & %iles	1 Schools (for permanent record card)
ITBS Gummed Label w/%iles only	1 Schools (for brochure)
Math Card Labels	1 Schools
Math Card Interpretation Labels	1 Schools

Revised: 4/21/82
Revised: 5/06/82

ATTACHMENT E-4
(Continued, page 2 of 2)

ITBS 1981-82
Elementary, Grades 1-6
Distribution of Reports

All ITBS materials and reports are sent directly to the principal at each school.

SCHOOL AND DISTRICT SUMMARY REPORTS

Report	# of Copies and Recipient	
School summary skills analysis	1	Schools
	3	Elementary Instructional Coordinator Clusters
	1	Associate Superintendent for Instruction
	1	Assistant Superintendent for Elementary
	1	Director of Elementary School Curriculum
	1	Director of Elementary School Management
	1	ORE (white paper)
	9	Total
*Districtwide skills analysis summary	3	Elementary Instructional Coordinator Clusters
	1	Associate Superintendent for Instruction
	1	Assistant Superintendent for Elementary
	1	Director of Elementary School Curriculum
	1	Director of Elementary School Management
	1	ORE (white paper)
	8	Total
*Districtwide achievement profiles	3	Elementary Instructional Coordinator Clusters
	1	Associate Superintendent for Instruction
	1	Assistant Superintendent for Elementary
	1	Director of Elementary School Curriculum
	1	Director of Elementary School Management
	1	ORE (white paper)
	8	Total

*These reports are not distributed to ANYONE until the final reports are distributed to the School Board.

Revised: 4/21/82
Revised: 5/06/82

ATTACHMENT E-5

JUNIOR HIGH ITBS REPORT DISTRIBUTION LIST, SPRING 1982

ITBS 1981-82
Junior High, Grades 7-8
Distribution of Reports

All ITBS materials and reports are sent directly to the principal at each school.

INDIVIDUAL STUDENT REPORTS

Report	# of Copies and Recipient
Alpha listing by school and grade	4 Schools (2 originals, 2 carbons) 1 ORE (paper replaced by microfiche) 1 Supervisor of Psychological Services 6 Total
Reading Total percentile rank order by school and grade	4 Schools (2 originals, 2 carbons) 1 ORE (paper replaced by microfiche) 1 Supervisor of Psychological Services 6 Total
Language Total percentile rank order by school and grade	4 Schools (2 originals, 2 carbons) 1 ORE (paper replaced by microfiche) 1 Supervisor of Psychological Services 6 Total
Math Total percentile rank order by school and grade	4 Schools (2 originals, 2 carbons) 1 ORE (paper replaced by microfiche) 1 Supervisor of Psychological Services 6 Total
Classroom summary skills analysis by school and grade and period of day	1 Teacher (for each period of the day) 1 Secondary Coordinators 2 Total
ITBS gummed labels	3 Schools (measurement data card, permanent record card, brochure)
Science rank order listing	4 Schools (2 originals, 2 carbons) 1 ORE (paper replaced by microfiche) 1 Science Instructional Coordinator 6 Total

Updated: 2/17/82

ATTACHMENT E-5
(Continued, page 2 of 2)

ITBS 1981-82
Junior High, Grades 7-8
Distribution of Reports

All ITBS materials and reports are sent directly to the principal at each school.

SCHOOL AND DISTRICT SUMMARY REPORTS

Report	# of Copies and Recipient
School skills analysis	2 Schools (1 original, 1 carbon) 4 Secondary Instructional Coordinator Teams 1 Associate Superintendent for Instruction 1 Assistant Superintendent, Secondary 1 Director of Secondary School Curriculum 1 Director of Secondary School Management 1 ORE (white paper) 11 Total
*Districtwide skills analysis	4 Secondary Instructional Coordinator Teams 1 Associate Superintendent for Instruction 1 Assistant Superintendent, Secondary 1 Director of Secondary School Curriculum 1 Director of Secondary School Management 1 ORE (white paper) 9 Total
*Districtwide achievement profiles	4 Secondary Instructional Coordinator Teams 1 Associate Superintendent for Instruction 1 Assistant Superintendent, Secondary 1 Director of Secondary School Curriculum 1 Director of Secondary School Management 1 ORE (white paper) 9 Total

*These reports are not distributed to ANYONE until the final reports are distributed to the School Board.

ATTACHMENT E-6

STUDENTS INCLUDED IN SYSTEMWIDE TESTING REPORTS AND ANALYSES

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ATTACHMENT E-6
(Page 1 of 2)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

February 18, 1982

TO: Freda Holley

FROM: Glynn Ligon

SUBJECT: Students to Include or to Exclude for Systemwide Testing Reports and Analyses

Please review and approve the attached outline for this year's reports. These are the same decision rules used in 80-81.

GL:lf
Attachment

Approved: ______________________
Director of Research and Evaluation

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Students to Include or to Exclude for Systemwide Testing Reports and Analyses

1981-82 Report/Analysis	Special Education (Any tested for experience only have no scores on file)	LEP	Special Circumstances	Absences	Missing Data	School Code Changes Grade Level Changes Entry Date Test Level Test Changes Longitudinal/Other
Achievement Profiles "ALL STUDENTS"	excl: ≥ 1 hr/day in gr. K-6 > 3 hr/day in gr. 7-12	excl: A & B	incl: all sp. circ.	excl: only for the tests missed (fewer than 3 items answered)	ethnicity: all unknown go in Anglo/Other	retainees: incl. all in current gr. 1st graders in a K classroom should have taken the K level and be included in K results.
"MATCHED"	excl: ≥ 1 hr/day in gr. K-6 > 3 hr/day in gr. 7-12	excl: A & B based on latest year only	incl: all sp. circ.	incl: only if all tests taken all years	ethnicity: all unknown go in Anglo/Other Stu. Num.: no matches if missing any year	excl: if grade level does not increase by 1 (no more, no less) each year.
Labels, Rank Order Listings, Alpha Listings, Individual or Classroom Skills Summaries, Math Card Labels, Microfiche	incl: all tested	incl: all tested	incl: all tested	excl: only for the tests missed (fewer than 3 items answered)	print all missing data as blanks	
Sch. Skills Summary	excl: same as profiles	excl: A & B	incl: all sp. circ.	excl: same	N/A	

ATTACHMENT E-6
(Continued, page 2 of 2)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

October 2, 1981

TO: Junior High Building Test Coordinators

FROM: Kevin Matter Km

SUBJECT: Meetings on Junior High ITBS Administration

We would like to meet with the Junior High Building Test Coordinators again this year in order to plan and implement the ITBS administration effectively.

Two meetings are planned. Both will be held at ORE, Administration Annex, Room E.

Date	Time	Topics
November 18, 1981 .	2:30 p.m.	Revision of Administration Procedures
January 20, 1982	2:30 p.m.	Distribution and Review of Administration Directions

We will try to keep these meetings as short, but as productive, as possible. With your help these meeting can produce positive changes in the ITBS procedures and reporting system, as was the case last year.

KM:lg

APPROVED: ______________________
Director, Research and Evaluation

APPROVED: ______________________
Acting Assistant Superintendent for Secondary

cc: Maud Sims
J. M. Richard
Stan Brooks
Principals

ELEMENTARY BTC MEETINGS

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

October 7, 1981

TO: Elementary Building Test Coordinators

FROM: Kevin Matter KM

SUBJECT: Meetings for the 1981-82 ITBS Administration

We would like to meet with the Elementary Building Test Coordinators again this year in order to plan and implement the ITBS administration effectively.

Two meetings are planned, with the dates, schools, and locations outlined below:

Group	Date	Time	Location	Topic
I	Nov. 11	2:45 p.m.	Webb Library	Revision of Administration Procedures
II	Dec. 16	2:45 p.m.	Dawson Library	
All Schools	March 31	3:00 p.m.	Kealing Auditorium	Distribution and Review of Administration Directions

We will try to keep these meetings as short, but as productive, as possible. If you cannot attend these meetings please send a substitute from your campus. With your help these meetings can produce positive changes in the ITBS procedures and reporting system, as was the case last year.

Group I Schools

Andrews
Barrington
Blanton
Brentwood
Brown
Bryker Woods
Casis
Cook
Doss
Graham
Gullett
Harris
Highland Park
Hill
Lee
Maplewood
Norman
Ortega
Pecan Springs
Pillow
Read
Reilly
Ridgetop
Rosedale
Sims
Summitt
Walnut Creek
Webb
Winn
Wooldridge
Wooten

Group II Schools

Allan
Allison
Barton Hills
Becker
Blackshear
Brooke
Campbell
Cunningham
Dawson
Govalle
Houston
Joslin
Langford
Linder
Mathews
Menchaca
Metz
Oak Hill
Oak Springs
Odom
Pease
Pleasant Hill
Rosewood
St. Elmo
Sanchez
Sunset Valley
Travis Heights
Williams
Zavala
Zilker

KM:ml

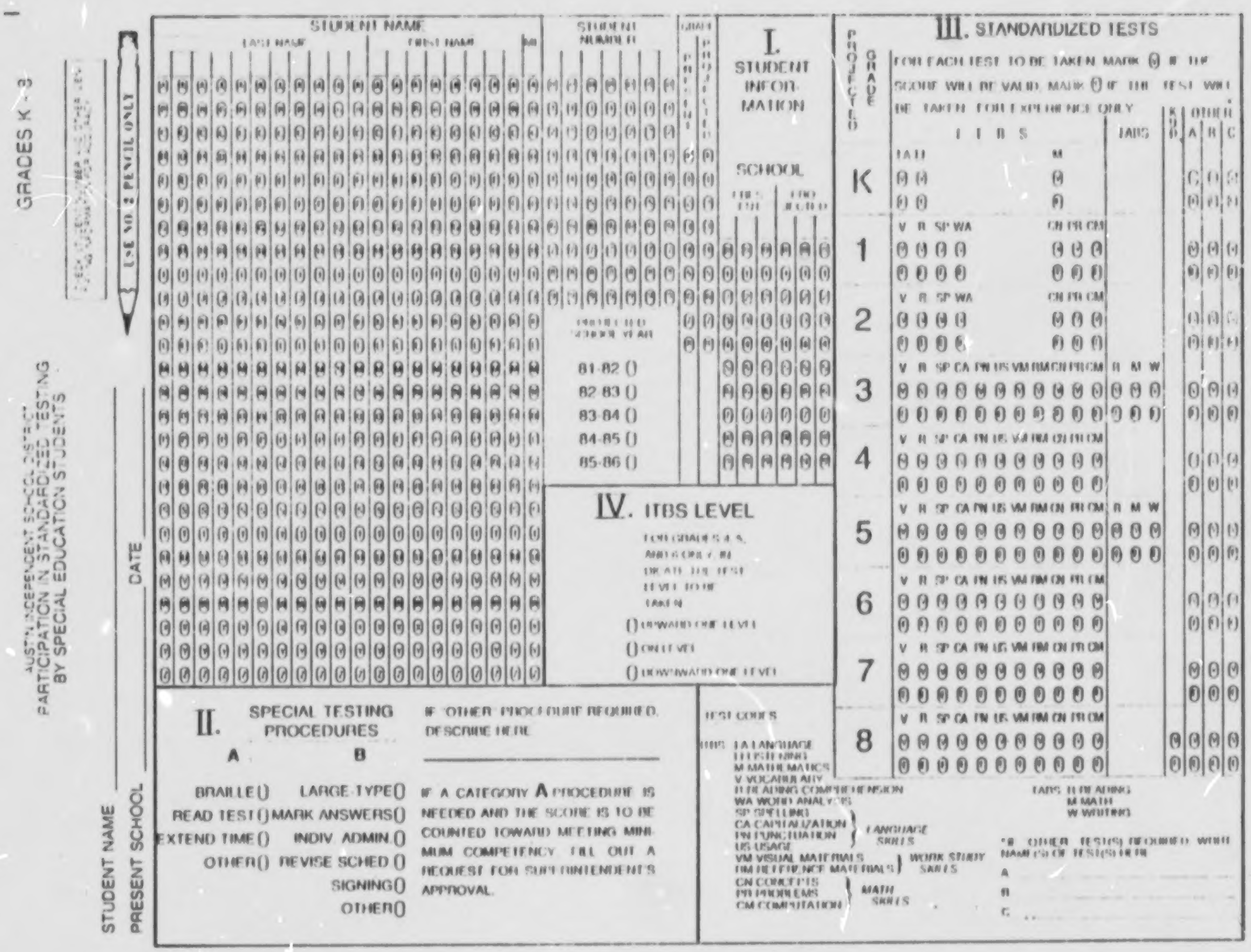
Approved: ______________________
Director, Office of Research and Evaluation

Approved: Ruth MacAllister
Assistant Superintendent for Elementary

cc: Principals
Timy Baranoff
Hermelinda Rodriguez
Gloria Richards

ATTACHMENT E-9

ELEMENTARY SPECIAL EDUCATION STUDENT SCANNING FORM



GRADES K - 3

AUSTIN INDEPENDENT SCHOOL DISTRICT
PARTICIPATION IN STANDARDIZED TESTING
BY SPECIAL EDUCATION STUDENTS

USE NO. 2 PENCIL ONLY

STUDENT NAME

PRESENT SCHOOL

DATE

STUDENT NAME

LAST NAME

FIRST NAME

MI

STUDENT NUMBER

GRADE

PRESENT

PROJECTED

PROJECTED SCHOOL YEAR

81-82 ()
82-83 ()
83-84 ()
84-85 ()
85-86 ()

I. STUDENT INFORMATION

SCHOOL

II. SPECIAL TESTING PROCEDURES

A	B
BRAILLE ()	LARGE-TYPE ()
READ TEST ()	MARK ANSWERS ()
EXTEND TIME ()	INDIV. ADMIN. ()
OTHER ()	REVISE SCHED. ()
	SIGNING ()
	OTHER ()

IF "OTHER" PROCEDURE REQUIRED, DESCRIBE HERE

IF A CATEGORY A PROCEDURE IS NEEDED AND THE SCORE IS TO BE COUNTED TOWARD MEETING MINIMUM COMPETENCY, FILL OUT A REQUEST FOR SUPERINTENDENT'S APPROVAL.

III. STANDARDIZED TESTS

PROJECTED GRADE

FOR EACH TEST TO BE TAKEN MARK () IF THE SCORE WILL BE VALID. MARK () IF THE TEST WILL BE TAKEN FOR EXPERIENCE ONLY.

	ITBS	TABS	KUD	OTHER A	OTHER B	OTHER C
K	LA LI M					
1	V R SP WA CN PR CM					
2	V R SP WA CN PR CM					
3	V R SP CA PN US VM RM CN PR CM	R M W				
4	V R SP CA PN US VM RM CN PR CM					
5	V R SP CA PN US VM RM CN PR CM	R M W				
6	V R SP CA PN US VM RM CN PR CM					
7	V R SP CA PN US VM RM CN PR CM					
8	V R SP CA PN US VM RM CN PR CM					

IV. ITBS LEVEL

FOR GRADES 4, 5, AND 6 ONLY, INDICATE THE TEST LEVEL TO BE TAKEN.

() UPWARD ONE LEVEL
() ON LEVEL
() DOWNWARD ONE LEVEL

TEST CODES

ITBS LA LANGUAGE
LI LISTENING
M MATHEMATICS
V VOCABULARY
R READING COMPREHENSION
WA WORD ANALYSIS
SP SPELLING
CA CAPITALIZATION } LANGUAGE SKILLS
PN PUNCTUATION
US USAGE
VM VISUAL MATERIALS } WORK STUDY SKILLS
RM REFERENCE MATERIALS
CN CONCEPTS } MATH SKILLS
PR PROBLEMS
CM COMPUTATION

TABS R READING
M MATH
W WRITING

*IF OTHER TEST(S) REQUIRED, WRITE NAME(S) OF TEST(S) HERE
A
B
C

81.24

ATTACHMENT E-10

81.24 MEMO ON SCANNING SHEETS FOR THE 1981-82 SCHOOL YEAR

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

December 1, 1981

TO: Mariana Gage, Zoe Griffith, and Sandy Kern

FROM: Kevin Matter Km

SUBJECT: Return of Special Education Scanner Documents

Would you please remind your supervisors and coordinators of the need to have all of the Participation in Standardized Testing by Special Education Students scanning documents in to me by December 16. It is particularly important that the ones for junior high students are received since that ITBS test administration is in February. We want to send the schools a roster of their special education students and their testing status prior to the testing. We will have sufficient time to do that if we receive the scanning forms in December.

We will preslug the scanning documents for the 1982-83 school year in early January and send them to you. If you have received comments/questions about the scanning documents, please pass them on to me. We will provide an information sheet on filling out these forms and answering frequently asked questions if there is a need for one.

Thank you very much.

KM:if
cc: Ruth MacAllister
David Hill

Approved: ______________________
Director of Research and Evaluation

ATTACHMENT E-11

INFORMATION TO AID IN DETERMINING PARTICIPATION IN STANDARDIZED TESTING

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

October 29, 1981

TO: LST Coordinator

THROUGH: Elementary, Jun[illegible] High, and Senior High Principals

FROM: Kevin Matter Km

SUBJECT: Information for Determining Participation in Standardized Testing by Special Education Students

Enclosed are eight (8) copies of some materials developed to assist the ARD Committees in determining participation in standardized testing by special education students. Please give a copy to each regular member of the LST/ARD Committee, except the Special Education Supervisor and Psychological Associate. These individuals have already received copies.

If you have any questions about these materials or need additional copies, please call me at 458-1227.

KM:if
Enclosures

Approved: ______________________
Director of Research and Evaluation

Approved: Ruth MacAllister
Assistant Superintendent for Elementary

Approved: ______________________
Acting Assistant Superintendent for Secondary

INFORMATION FOR ARD COMMITTEES TO AID IN DETERMINING PARTICIPATION IN STANDARDIZED TESTING BY SPECIAL EDUCATION STUDENTS

AUSTIN INDEPENDENT SCHOOL DISTRICT

OFFICE OF RESEARCH AND EVALUATION
AND
DEPARTMENT OF SECONDARY EDUCATION

PRINTED: OCTOBER, 1981

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Board Policy

On March 9, 1981 the School Board approved administrative regulation 2433 as the procedures for determining in which standardized testing activities a special education student should or should not participate. As stated in the regulation, the ARD Committee should consider the following factors in making its determination.

Factors to Consider

1) A special education student who receives the majority of instruction from a regular classroom teacher in an area measured by a standardized test should take the test in that area.
2) Most students receiving more than three (3) hours per day of special education services should be exempt from standardized testing.
3) A student receiving three (3) hours or less per day of special education services who cannot be tested validly on a standardized test should be exempt.
4) A special education student who cannot make a valid score on a standardized test may be tested if inclusion in the testing experience would be of benefit to that student in other ways.

Special Procedures and Materials

For those students who are to participate in standardized testing, the ARD Committee is to determine which special administrative procedures and special testing materials are necessary to ensure valid test results. The Background Information on AISD Standardized Tests and Special Testing Procedures for Standardized Tests sheets were developed to provide ARD Committee members with information relevant to making those decisions.

Additional Copies

If additional copies of these materials are needed please contact Kevin Matter at ORE (458-1227).

BACKGROUND INFORMATION ON AISD STANDARDIZED TESTS

TEST: IOWA TESTS OF BASIC SKILLS (ITBS)

GRADES: K

PURPOSE: Instructional planning and grouping, systemwide decision making

DATES: September and April

SUBTESTS:
1. Listening (:25)
2. Language (:20)
3. Math (:25)

COMMENTS:
- a. Only Language test administered in September.
- b. Large-type edition is available.
- c. Elementary teachers have outlines of skills tested in each area.
- d. Times are approximations. No definite time limits are imposed.

TEST: IOWA TESTS OF BASIC SKILLS (ITBS)

GRADES: 1 & 2

PURPOSE: Instructional planning and grouping, systemwide decision making

DATES: April

SUBTESTS:
1. Word Analysis (:20)
2. Vocabulary (:14)
3. Reading Comprehension (:34)
4. Spelling (:13)
5. Math Concepts (:15)
6. Math Problems (:18)
7. Math Computation (:22)

COMMENTS:
- a. Subtests 2 and 3 = Reading Total; Subtests 5, 6, and 7 = Math Total.
- b. Subtests are normed independently. One or any number may be taken.
- c. Large-type edition is available.
- d. Elementary principals have outlines of the skills tested in each area.
- e. Times are approximations. No definite time limits are imposed.

TEST: IOWA TESTS OF BASIC SKILLS (ITBS)

GRADES: 3-8

PURPOSE: Instructional planning and grouping, systemwide decision making, minimum competency for graduation, course placement (grades 6-8)

DATES: April, Grades 3-6; February, Grades 7 & 8

SUBTESTS:
1. Vocabulary (:15)
2. Reading Comprehension (:42)
3. Spelling (:12)
4. Capitalization (:12)
5. Punctuation (:14)
6. Usage (:14)
7. Visual Materials (:40)
8. Reference Materials (:25)
9. Math Concepts (:25)
10. Math Problems (:25)
11. Math Computation (:20)

COMMENTS:
- a. Subtests 1 and 2 = Reading Total; Subtests 3-6 = Language Total; Subtests 7 and 8 = Work-Study Skills Total; Subtests 9-11 = Math Total.
- b. Subtests are normed independently. One or any number may be taken.
- c. Large-type edition is available.
- d. Teacher's Guides with descriptions of skills tested are in school libraries.
- e. Functional-level testing allows for testing one level upward or downward.
- f. See ITBS prerequisites for course placement decisions and criteria.
- g. Reading Total and Math Total are used for graduation competency.

TEST: TEXAS ASSESSMENT OF BASIC SKILLS (TABS)

GRADES: 3, 5, 9[a]

PURPOSE: State competency assessment, instructional planning and grouping, systemwide decision making, minimum competency for graduation (grade 9 only)

DATES: February

SUBTESTS:
- Reading (:60)
- Math (:55)
- Writing (:55)

COMMENTS:
- a. Students may retake a test in grade 10, 11, or 12 if state competency level is not met in grade 9.
- b. Times are approximations. No definite time limits are imposed.
- c. Subtests are independent. One or any number may be taken.

81.24

TEST: SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS (STEP)

GRADES: 9-12 **PURPOSE:** Course placement, instructional planning and grouping, systemwide decision making, minimum competency for graduation

DATES: April **SUBTESTS:**
1. Reading (:45)
2. Spelling (:15)
3. Capitalization and Punctuation (:25)
4. English Expression (:40)
5. Math Computation (:40)
6. Math Basic Concepts (:40)
7. Science (:60)
8. Social Studies (:60)

COMMENTS:
a. Subtests 2 and 3 = Mechanics of Writing Total; Subtests 5 and 6 = Math Total.
b. Subtests are independently normed. One or any number may be taken.
c. Large-type edition is available.
d. Reading and Math Total are used for graduation competency.
e. Teacher's Manuals with descriptions of skills tested are in school libraries.
f. Subtests 2, 3, and 7 given in even-numbered years; Subtests 4 and 8 given in odd-numbered years. Subtests 1, 5, and 6 are given every year.

TEST: MINIMUM COMPETENCY TESTS--CURRENTLY, IOWA TESTS OF BASIC SKILLS (ITBS)

GRADES: 10-12 **PURPOSE:** Minimum competency for graduation

DATES: Fall and Spring **SUBTESTS:**
1. Vocabulary (:15)
2. Reading Comprehension (:42)
3. Math Concepts (:25)
4. Math Problems (:25)
5. Math Computation (:20)

COMMENTS:
a. Large-type edition is available.
b. Subtests 1 and 2 = Reading Total; Subtests 3-5 = Math Total.

TEST: DIFFERENTIAL APTITUDE TEST (DAT)

GRADE: 10 **PURPOSE:** Occupational guidance

DATES: October **SUBTESTS:**
1. Verbal Reasoning (:30)
2. Numerical Ability (:30)
3. Abstract Reasoning (:25)
4. Clerical Speed and Accuracy (:03)
5. Mechanical Reasoning (:30)
6. Space Relations (:25)
7. Language Usage (:25)

COMMENTS: a. Entire battery is usually given.

TEST: KUDER E GENERAL INTEREST INVENTORY

GRADE: 8 **PURPOSE:** Guidance and motivation

DATES: School's Option **SUBTESTS:** All one test (:45 estimate)

TEST: KUDER PREFERENCE RECORD PROFILE

GRADE: 9-12 **PURPOSE:** Guidance and motivation

DATES: School's Option **SUBTESTS:** All one test (:40 estimate)

COMMENTS:
a. Schools vary on administration and use.
b. Verify with the school the grade level when the Kuder is administered.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

SPECIAL TESTING PROCEDURES FOR STANDARDIZED TESTS

Q: WHEN SHOULD I ASK FOR SPECIAL TESTING PROCEDURES ON A STANDARDIZED TEST FOR A STUDENT AT MY SCHOOL?

A: Special testing procedures should be requested when a student would otherwise not be able to obtain a valid score on a regular test administration.

Q: WHAT TYPE OF SPECIAL PROCEDURES ARE AVAILABLE?

A: Special procedures generally fall into two categories.

1. Procedures which may invalidate the use of test norms.

   These usually provide an advantage over the norming group (i.e., extending time limits), or change the nature of the test (i.e., using a braille format), or both (i.e., reading a test to a student).

   Scores made with the use of these procedures may not be applied toward graduation competency requirements without the approval of the Superintendent.

2. Procedures which do not invalidate the use of test norms.

   These are not seen as affecting the nature or rigors of the standardized test. Some of these are using large-type editions, marking answers for a student, administering a test for a single student, revising the test schedule, and signing the introduction and directions.

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Q: WHO SHOULD MAKE A REQUEST FOR SPECIAL TESTING PROCEDURES FOR A STUDENT AT MY SCHOOL?

A: Requests for special testing procedures are to be made by the ARD Committee to the building administrator (usually a principal). The building administrator will contact the following for assistance in providing for these special needs.

Contact	Type of Test
Office of Research and Evaluation	a. Achievement b. Minimum Competency for Graduation
Department of Secondary Education	a. Aptitude b. Vocational

Q: WHO WILL ADMINISTER THE TESTS USING THESE SPECIAL PROCEDURES?

A: Regular school personnel should administer tests under special testing procedures whenever possible. In the event that school personnel cannot conduct these testings, Special Education will provide qualified testers. Any necessary training for these testers will be provided jointly by Special Education personnel and the Office of Research and Evaluation or the Department of Secondary Education.

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TEST: SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS (STEP)

GRADES: 9-12 PURPOSE: Course placement, instructional planning and grouping, systemwide decision making, minimum competency for graduation

DATES: April SUBTESTS:
1. Reading (:45)
2. Spelling (:15)
3. Capitalization and Punctuation (:25)
4. English Expression (:40)
5. Math Computation (:40)
6. Math Basic Concepts (:40)
7. Science (:60)
8. Social Studies (:60)

COMMENTS:
a. Subtests 2 and 3 = Mechanics of Writing Total; Subtests 5 and 6 = Math Total.
b. Subtests are independantly normed. One or any number may be taken.
c. Large-type edition is available.
d. Reading and Math Total are used for graduation competency.
e. Teacher's Manuals with descriptions of skills tested are in school libraries.
f. Subtests 2, 3, and 7 given in even-numbered years; Subtests 4 and 8 given in odd-numbered years. Subtests 1, 5, and 6 are given every year.

TEST: MINIMUM COMPETENCY TESTS--CURRENTLY, IOWA TESTS OF BASIC SKILLS (ITBS)

GRADES: 10-12 PURPOSE: Minimum competency for graduation

DATES: Fall and Spring SUBTESTS:
1. Vocabulary (:15)
2. Reading Comprehension (:42)
3. Math Concepts (:25)
4. Math Problems (:25)
5. Math Computation (:20)

COMMENTS:
a. Large-type edition is available.
b. Subtests 1 and 2 = Reading Total; Subtests 3-5 = Math Total.

TEST: DIFFERENTIAL APTITUDE TEST (DAT)

GRADE: 10 PURPOSE: Occupational guidance

DATES: October SUBTESTS:
1. Verbal Reasoning (:30)
2. Numerical Ability (:30)
3. Abstract Reasoning (:25)
4. Clerical Speed and Accuracy (:03)
5. Mechanical Reasoning (:30)
6. Space Relations (:25)
7. Language Usage (:25)

COMMENTS: a. Entire battery is usually given.

TEST: KUDER E GENERAL INTEREST INVENTORY

GRADE: 8 PURPOSE: Guidance and motivation

DATES: School's Option SUBTESTS: All one test (:45 estimate)

TEST: KUDER PREFERENCE RECORD PROFILE

GRADE: 9-12 PURPOSE: Guidance and motivation

DATES: School's Option SUBTESTS: All one test (:40 estimate)

COMMENTS:
a. Schools vary on administration and use.
b. Verify with the school the grade level when the Kuder is administered.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

BACKGROUND INFORMATION ON AISD STANDARDIZED TESTS

TEST: IOWA TESTS OF BASIC SKILLS (ITBS)

GRADES: K

PURPOSE: Instructional planning and grouping, systemwide decision making

DATES: September and April

SUBTESTS:
1. Listening (:25)
2. Language (:20)
3. Math (:25)

COMMENTS:
- a. Only Language test administered in September.
- b. Large-type edition is available.
- c. Elementary teachers have outlines of skills tested in each area.
- d. Times are approximations. No definite time limits are imposed.

TEST: IOWA TESTS OF BASIC SKILLS (ITBS)

GRADES: 1 & 2

PURPOSE: Instructional planning and grouping, systemwide decision making

DATES: April

SUBTESTS:
1. Word Analysis (:30)
2. Vocabulary (:14)
3. Reading Comprehension (:34)
4. Spelling (:13)
5. Math Concepts (:13)
6. Math Problems (:18)
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COMMENTS:
- a. Subtests 2 and 3 = Reading Total; Subtests 5, 6, and 7 = Math Total.
- b. Subtests are normed independently. One or any number may be taken.
- c. Large-type edition is available.
- d. Elementary principals have outlines of the skills tested in each area.
- e. Times are approximations. No definite time limits are imposed.

TEST: IOWA TESTS OF BASIC SKILLS (ITBS)

GRADES: 3-8

PURPOSE: Instructional planning and grouping, systemwide decision making, minimum competency for graduation, course placement (grades 6-8)

DATES: April, Grades 3-6; February, Grades 7 & 8

SUBTESTS:
1. Vocabulary (:15)
2. Reading Comprehension (:42)
3. Spelling (:12)
4. Capitalization (:12)
5. Punctuation (:14)
6. Usage (:14)
7. Visual Materials (:40)
8. Reference Materials (:25)
9. Math Concepts (:25)
10. Math Problems (:25)
11. Math Computation (:20)

COMMENTS:
- a. Subtests 1 and 2 = Reading Total; Subtests 3-6 = Language Total; Subtests 7 and 8 = Work-Study Skills Total; Subtests 9-11 = Math Total.
- b. Subtests are normed independently. One or any number may be taken.
- c. Large-type edition is available.
- d. Teacher's Guides with descriptions of skills tested are in school libraries.
- e. Functional-level testing allows for testing one level upward or downward.
- f. See ITBS prerequisites for course placement decisions and criteria.
- g. Reading Total and Math Total are used for graduation competency.

TEST: TEXAS ASSESSMENT OF BASIC SKILLS (TABS)

GRADES: 3, 5, 9^a

PURPOSE: State competency assessment, instructional planning and grouping, systemwide decision making, minimum competency for graduation (grade 9 only)

DATES: February

SUBTESTS:
Reading (:60)
Math (:55)
Writing (:55)

COMMENTS:
- a. Students may retake a test in grade 10, 11, or 12 if state competency level is not met in grade 9.
- b. Times are approximations. No definite time limits are imposed.
- c. Subtests are independent. One or any number may be taken.

AUSTIN INDEPENDENT SCHOOL DISTRICT

REQUEST FOR SPECIAL ADMINISTRATION PROCEDURES
Testing for Minimum Competency for Graduation

TO: Superintendent

THROUGH: Director, Office of Research and Evaluation

FROM: ______________________________ ______________________
ARD Committee Representative School

DATE:

The ARD Committee for ____________________, ____________________, ____________________,
Student Name Student Number Current Grade
requests that the following special procedure(s) be used in administering the standardized tests for graduation competency, and that the resulting scores be approved for application toward the graduation competency requirements.

Reading	Math	Special Procedures
____	____	Braille
____	____	Read Test to Student
____	____	Extend Time Limits
____	____	Other: __________

Comments: ____
____

I recommend that this request be ____ Approved. ____________________ ______
____ Not Approved. Director's Signature Date

Comments: ____
____

This request is ____ Approved. ____________________ ______
____ Not Approved. Superintendent's Signature Date

If you need additional copies of this form, call ORE at 458-1227 or reproduce copies from this one.

ATTACHMENT E-12

MEMO ON SCANNING SHEETS FOR THE 1982-83 SCHOOL YEAR

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

January 19, 1982

TO: Marianna Gage, Zoe Griffith, and Sandy Kern

FROM: Kevin Matter KM

SUBJECT: Scanning Sheets for Testing of Special Education Students

Sheets for 1981-82

Thank you for seeing that we received the scanning sheets for the 1981-82 school year by December 16. We have scanned them and are preparing school listings for use in the TABS and junior high ITBS administrations. In order for our files to be as accurate as possible for the ITBS and STEP testings, we need to have sheets completed for students admitted to special education since December 16 up through the day of testing. These dates are outlined below.

	Need Sheets for Students Admitted Up To
Junior High ITBS	February 16
Senior High STEP	April 6
Elementary ITBS	April 20

These scanning sheets should have the information areas completed as described in the attachment to this memo. Please have your teachers send these sheets directly to me at ORE as they are completed. Extra blank scanning sheets are enclosed in the package for each school. If more are needed, please call me at 458-1227.

Sheets for 1982-83

The scanning sheets for 1982-83 testing of special education students have been preslugged and are packaged by school. Please distribute these to the appropriate supervisor/coordinator as soon as possible, so that they may be completed during Annual ARD Committee meetings. If a preslugged sheet is not prepared, please use one of the blank forms which are enclosed for each school. Please have these sheets collected by your supervisors/coordinators for return to me on May 21. The following timeline should be observed for these sheets.

Date	Activity
January	Distribution of Sheets to Schools
January - May	Completion of sheets at Annual ARD Committee meetings
May 21	Return of Sheets to ORE to process for 1982-83 school year

Scanning sheets for 1982-83 should have the information areas completed as described in the attachment.

ATTACHMENT E-12
(Continued, page 2 of 2)

Marianna Gage, Zoe Griffith, and Sandy Kern
January 19, 1982
Page 2

The attachment was prepared to provide information for completing the 1982-83 scanning sheets. We will provide copies for supervisors, coordinators, teachers, and LST coordinators. Please let me know how many copies are needed for your personnel/schools.

If you have any questions, please call me at 458-1227 or ext. 229.

KM:if
Attachment

Approved: ______________________
Director of Research and Evaluation

Approved: ______________________
Acting Assistant Superintendent for Secondary

Approved: Ruth MacAllister
Assistant Superintendent for Elementary

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

January 26, 1982

TO: Secondary Special Education Teachers

FROM: Kevin Matter and Zoe Griffith KM ZG

SUBJECT: Completing Scanning Sheets for Testing of Special Education Students

A Participation in Standardized Testing by Special Education Students scanning sheet should be completed for each special education student prior to his/her Annual ARD Committee meeting. The Committee will discuss your recommendation for testing and changes may be made as needed. These sheets should be returned to your coordinator along with the rest of the Annual ARD information.

Preslugged (with student identifying information) and blank scanning sheets have been mailed to your contact teacher who will be responsible for their distribution to you. An information sheet is attached to help you in completing these scanning sheets. If you have any questions, please call Kevin Matter at 458-1227.

(Also note the memo from Kevin Matter to Marianna Gage, Zoe Griffith, and Sandy Kern on how to handle any remaining scanning sheets for the 1981-82 school year.)

KM:ZG:lf
Attachments

cc: Special Education Instructional Coordinators
Secondary Principals
Secondary Building Test Coordinators
Secondary ARD Coordinators
Maud Sims
J.M. Richard
Lawrence Buford

Approved: Freda M. Holley
Director of Research and Evaluation

Approved: W. David Hill
Acting Assistant Superintendent for Secondary

ATTACHMENT E-14

INFORMATION FOR COMPLETING SPECIAL EDUCATION SCANNING SHEETS

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ATTACHMENT E-14
(Page 1 of 3)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Information for Completing Special Education Scanning Sheets

Which areas should be completed?

1981-82 SCHOOL YEAR SCANNING SHEETS

The following areas should be completed on the scanning sheets for 1981-82 test administrations:

Section I
- Student Name and Number
- Projected School Year - 1981-82
- Grade (present column)
- School (present columns)

Section II
- Complete areas as they apply.

Section III
- Complete areas as they apply. The ovals marked for a particular grade must match the grade marked in Section I.

Section IV
- Complete areas as they apply.

1982-83 SCHOOL YEAR SCANNING SHEETS

The following areas should be completed on the scanning sheets for the 1982-83 test administrations:

Section I
- Student Name and Number
- Projected School Year - 1982-83
- Grade (present and projected columns)
- School (present column; projected if known)

Section II
- Complete areas as they apply.

Section III
- Complete areas as they apply. The ovals marked for a specific projected grade must match the projected grade marked in Section I.

Section IV
- Complete areas as they apply.

Must a #2 pencil be used?

Yes. Make dark marks which fill the oval. Light, single lines are not sufficient marking.

Can a student take part of a test for experience only and part to receive a valid score?	Yes. In Section III any combination of valid (V) experience only (E), and blank ovals can be marked for a student.
What is the correct grade to use in Section III?	For the 1982-83 school year, ovals marked in Section III for a specific projected grade must match the projected grade marked in Section I.
Should we change incorrect preslugged information?	No. Supply the correct information at the top of the sheet and return sheets which have incorrect information in a separate stack from the ones which contain all correct information. We will make the needed changes.
Can the TABS be taken for experience only?	Yes, but it must be taken on-level in grades 3, 5, and 9. Students in grades 10-12 may retake it only if they did not meet the State criterion levels.
If a student takes the ITBS or STEP should the TABS be taken also?	Usually yes. Students in grades 3, 5, and 9 who take the ITBS or STEP for a valid score (V) should be able to take the TABS for a valid score (V).
In grades 9-12, when should Section IV be marked?	If the reading/math sections of the STEP or minimum competency tests in Section III are left "blank" or marked for "experience only (E)," Section IV should be completed. If the student is marked for a valid test under STEP or Minimum Competency, that student cannot be marked as "exempt" in Section IV.
Can a score be counted toward competency if the test was taken for experience only?	No. For a score (STEP, TABS, minimum competency) to be counted toward competency it must have been taken under a valid administration (V).
When is the Kuder Preference Record Profile administered?	The Kuder Preference Record Profile is administered in grades 9-12, not in grade 8 as indicated on the yellow sheet Background Information on AISD Standardized Tests.
Can all students be tested out of level?	No. Students can be tested upward or downward (one level) in grades 4-6 only. The test level should be indicated in Section IV.

Does a sheet need to be returned for each special education student?	Yes - almost. We need a sheet completed for each special education student at your campus, since an exemption from testing is indicated by no markings in Section III. Now for the exceptions. a. Speech students who are receiving no other special education service will not need a form. We agreed to assume that all of these students will take all tests. b. Homebound students who are not otherwise special education students will not need a form. They will just be considered as absent if they are not in class when the testing occurs. We will also assume that they should be tested if they are back in school. c. Kealing Teenage-Parent Program students who are otherwise not special education students will not need a form. We will assume that they should be tested. d. Students enrolled in some component schools will be assumed to be untestable, and no form will be needed. These schools are-- . St. Johns (all campuses) . State School (unless the student attends a regular campus) . Clifton Center . Marbridge
What should be done with sheets for student no longer at my school?	Throw them away.
If a student takes a test for experience only, will we receive the test results?	No. If you wish to receive test results the test must be taken in a valid administration.
Are the PIAT, WRAT, and Brigance appropriate as "other" tests?	No, since they are a part of the testing for admission into special education and are not a responsibility of the ARD Committee.
What sheet should be used for eighth-grade students?	All current grade 8 students were preslugged on a grades 9-12 (red) scanning sheet. If a grade 8 student will be retained, a K-8 (green) scanning sheet should be completed for that student.

ATTACHMENT E-15

81.24 UPDATING SPECIAL EDUCATION STUDENTS' TESTING STATUS

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

February 10, 1982

TO: Junior High Principals

FROM: Kevin Matter

SUBJECT: Testing of Special Education Students

The LST/ARD Committee on your campus has determined the testing status of your special education students for the upcoming ITBS administration and other standardized tests administered in junior high. The enclosed listing provides this status in terms of three categories for each ITBS section (vocabulary, spelling, math concepts, etc.):

V = the student should take this section and the score will be valid.

E = the student should take this section for experience only (the section will not be scored).

(Blank) = the student should not take this section.

Identification of the "other" tests recommended by the ARD Committee is on an attached sheet.

Any special testing procedures which the ARD Committee felt should be used in testing each student is listed also.

Since the testing status for these students was determined by the ARD Committee, any necessary changes should be made through that committee. Unfortunately, there may be some errors or oversights since this is the first year of these procedures. If you know the information on this printout to be in error, do what you know to be correct.

Please call me at 458-1227 if you have any questions about this listing.

KM:if
Enclosures

cc: Building Test Coordinator
Special Education Coordinators

Approved: Freda Holley
Director of Research and Evaluation

Approved: W. David Hill
Acting Assistant Superintendent of Secondary

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ATTACHMENT E-16

ITBS SCORES FOR SPECIAL EDUCATION STUDENTS

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

May 20, 1982

TO: Marianna Gage and Sandy Kern

FROM: Kevin Matter KM

SUBJECT: ITBS Scores for Special Education Students

The attached printout provides ITBS scores for all special education students tested, including those tested for experience only or exempt but tested. These scores may be provided to your special education teachers and LST/ARD Committees for use as they decide whether to test these students next year. However, scores for students tested for experience only or exempt but tested should not become a part of the permanent record for these students.

KM:if
Enclosures (2 copies)

cc: Ruth MacAllister
Timy Baranoff
Hermalinda Rodríguez

Approved: Freda Holley
Director of Research and Evaluation

81.24

ATTACHMENT E-17

THE PARENTS' ROLE IN STANDARDIZED TESTING

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Versión en español al otro lado

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

WHAT IS THE PARENTS' ROLE IN PREPARING STUDENTS FOR STANDARDIZED TESTS?

1. Know when the testing is happening.

2. Know what tests or types of tests are being given.

3. Show an interest by talking to the child about ---

    a) when the testing is.
    b) what the teacher has said about the testing.
    c) whether the child needs anything for the test (pencils, erasers).

4. Emphasize the child's responsibility to try his/her best so the results will be as accurate as possible.

5. Be supportive. Communicate that the test is important but not to worry about it.

6. Understand that studying or cramming for a standardized test is not a good idea. These tests cover many topics, and last-minute studying will not help much, if any.

7. Have the child ready to take the test.

    a) Avoid events that might upset the child.
    b) Be sure the child gets a good night's sleep.
    c) Prepare a good breakfast.
    d) Be sure the child is at school on time.

8. After the test, ask how everything went. Tell the child that tests are important and that trying his/her best is a good sign of growing up.

9. Look for the results. When they arrive, discuss them with the child. Look for areas to be proud of and areas where the child might need to improve.

10. Attend a parent/teacher conference.

SOME REASONS WHY ACHIEVEMENT TESTING IS IMPORTANT

1. *Test scores tell us how much a student has learned compared to other students in the same grade.*

2. *Teachers use test results to plan instruction. We want to teach what students need to learn, not what they already know.*

3. *Our School Board uses test scores to decide how well our schools are doing. Test scores help them decide where improvement is needed.*

4. *Test scores in grades 8-12 are used to show which students have learned the basic skills in reading and math. Minimum competency levels must be met before graduation.*

DISTRITO ESCOLAR DE AUSTIN
Oficina de Investigación y Evaluación

¿QUÉ DEBEN HACER LOS PADRES PARA AYUDAR A SUS NIÑOS EN LA PREPARACIÓN DE LOS EXÁMENES REQUERIDOS POR EL DISTRITO ESCOLAR?

1. Saber cuando los exámenes se llevan a cabo.

2. Saber que exámenes o tipo de exámenes se estan administrando.

3. Demuestre a su niño interés acerca de:

   a) Cuando se dan los exámenes.
   b) Qué ha dicho la maestra sobre los exámenes.
   c) Qué necesita su niño para los exámenes (lápices, borradores).

4. Explique a su niño su responsabilidad de contestar lo mejor posible para que los resultados sean exactos.

5. Dele apoyo a su niño; comuníquele que el examen es importante pero que no debe preocuparse demasiado.

6. Estudiar a última hora para prepararse para los exámenes estandarizados no es recomendable. Estos exámenes cubren muchas areas y el estudio a última hora no ayudaría.

7. Prepare a su niño para tomar el examen.

   a) Evite situaciones que trastornen a su niño.
   b) Asegure que su niño duerma bien la noche anterior al examen.
   c) Prepare un buen almuerzo.
   d) Asegure que su niño llegue a la escuela a tiempo.

8. Despues del examen, preguntele a su niño como le fué. Digale que los exámenes son importantes y que tratar de hacer lo mejor posible es muestra de que está creciendo y aprendiendo a tomar responsabilidad por lo que hace.

9. Espere los resultados del examen. Cuando lleguen, hable con su niño y diríjale la atención a las areas en que puede estar orgulloso y a las areas en que puede mejorar.

10. Asista a una junta con la maestra de su niño.

ALGUNAS RAZONES POR LAS QUE LOS EXAMENES DE APROVECHAMIENTO SON IMPORTANTES

1. *Los resultados de los exámenes indican cuanto ha aprendido un estudiante en comparación con otros estudiantes en el mismo grado.*

2. *Los maestros usan los resultados de los exámenes para planear su instrucción. Se quiere enseñar a los estudiantes lo que necesitan aprender, no lo que ya saben.*

3. *La Junta Directiva (School Board) utiliza los resultados para establecer que tan bien están nuestras escuelas. Los resultados le ayudan a los miembros de la Junta Directiva a decidir si es necesario mejorar los programas.*

4. *Los resultados de los exámenes en los grados 8-12 se usan para saber cuales estudiantes han adquirido las habilidades básicas en lectura y matemáticas. Los estudiantes deben obtener un nivel mínimo de competencia en lectura y matemáticas antes de su graduación.*

ATTACHMENT E-18

CALCULATION OF INTERPOLATED MEDIAN SCORES

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

December 9, 1981

TO: Systemwide Testing File

FROM: Glynn Ligon

SUBJECT: Documentation of the Rationale and Procedures for Calculating and Reporting the Most Appropriate Measure of Central Tendency for Use with Systemwide Achievement Test Results

1. Which measure of central tendency is more appropriate for use in reporting AISD's test results?

Measure		Advantage/Disadvantage
Mean	Advantages:	1. More easily understood 2. More easily calculated 3. Influenced by high and low achievers (Gives credit for gains by these students.)
	Disadvantage:	1. Biased if distribution is skewed
Median	Advantage:	1. Not biased if distribution is skewed
	Disadvantages:	1. Not appropriate with small groups 2. Not influenced by gains made by high and low achievers 3. Difficult to calculate when there are gaps in the distribution
	Conclusion:	The median is more appropriate for AISD since we report central tendency for schools and ethnic groups which are not normally distributed.

2. How should the median be calculated considering that all percentile or grade equivalent scores will not be present in each distribution?

Calculation		Advantage/Disadvantage
Middle Score	Advantages:	1. Easy to calculate 2. Method used in past years

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Calculation		Advantage/Disadvantage
Middle Score	Disadvantages:	1. Median must be an achievable score--influenced by gaps between scores. 2. Gains can appear larger as a result of crossing gaps between achievable scores.
Interpolated Point on a Continuum	Advantages:	1. Matches definition and procedure for calculation in most statistics texts 2. Interpolates between gaps
	Disadvantages:	1. Median can be a score which is not actually achievable. 2. Difficult to calculate—must create decision rules for distributions having gaps
	Conclusion:	An interpolated calculation is more appropriate. The formula to be used and the decision rules to be followed are shown in Attachment 1.

3. On which score(s) should the median be calculated?

There is some weight to the notion that an interpolated median should be calculated on an equal interval scale (actually a continuous scale). With the ITBS and the STEP, the closest such scale is raw score. Then the median would be converted to a grade equivalent and/or a percentile.

However, the most practical method is to calculate the median independently on each type of score. This is easiest to program and also avoids re-encountering the problem of gaps in the grade equivalent and percentile distributions. The major disadvantage is that a median grade equivalent may not convert exactly through the norms tables to the median percentile which was also independently calculated.

4. What N should be required for calculating a median?

By letter, Dr. Drahozel from the Riverside Publishing Company suggested an N of about 50. Drs. Kelly and Jennings from UT suggested an N of around 10-20. However, the actual distribution of scores determines the appropriateness of a median more so than does the N. A larger N merely decreases the chances of an unusual distribution. Dr. Kelly suggested calculating a median on all N's and footnoting those below a minimum size.

Therefore, the best compromise is to calculate medians for all N's and to footnote those below 20.

5. To how many decimal places should medians be rounded?

Percentiles are traditionally whole numbers and are very infrequently presented with decimals. Therefore, median percentiles are best presented rounded to whole numbers.

Grade Equivalents represent a continuous scale and can more easily be thought of in tenths or hundredths. Since a difference of one month (.1 GE) is usually considered to be a notable difference, carrying grade equivalent medians to two decimal places would tend to minimize overemphasis of differences caused by rounding.

6. How can gains by high and low achievers be represented since the median tends to obscure changes in the extremes?

Option		Advantage/Disadvantage
Quartiles	Advantage:	1. Familiarity in AISD
	Disadvantages:	1. Sensitivity only to students moving across the 25th and the 75th percentiles 2. Difficulty in understanding and interpreting them
Medians for Students in Selected Ranges (e.g., ≥ 75th or ≤ 25th percentile)	Advantages:	1. Ranges can be selected. 2. Gains can be represented.
	Disadvantage:	1. A single year's median has little value.
Percentage of Students in Selected Ranges	Advantages:	1. A single year's percentage has value. 2. Changes from year to year are useful.
	Disadvantage:	1. Percentiles and percentages are mixed.
	Conclusion:	The percentage of students in selected ranges is most appropriate. The ranges that appear to be most meaningful are:

Percentiles	1-10 1-25 75-99 90-99
Grade Equivalents	+ 1.0 or greater - 1.0 or lower

Systemwide Testing File
December 9, 1981
Page 4

The above issues and conclusions were reviewed at the December 9, 1981 evaluators' meeting and were revised to reflect the concensus of the staff present.

GL:if
Attachment

Approved: Freda Holley
Director of Research and Evaluation

Attachment 1

Calculation of an Interpolated Median

This attachment describes how medians are to be calulated in AISD. The important thing to keep in mind when calculating a median is that it represents a point on a line. It is the score represented by the point which divides the ranked scores into halves, such that half of the scores are larger than the median, and the other half are smaller. It is not a student. Neither is it necessarily an obtained or obtainable test score. Generally the median is calculated using the formula given below.

$$\text{Median} = A + B\ ((C - D)/E)$$

Where A = the lower bound of the interval containing the median.

B = the size of the interval containing the median.

C = the number of students in the sample divided by 2.

D = the cumulative frequency below the interval containing the median.

E = the number of cases at the interval containing the median.

The following paragraphs describe how the formula above is used to calculate the median for a distribution. The description may not exactly match the code of the computer program used to get the median, but it has the same effect.

1. Construct a freqency distribution for the obtained scores.
2. Begin adding the cumulative frequencies from the bottom until the interval which contains the median is identified.
3. Determine the lower bound of the interval by adding the next lowest obtained score to the score for the interval containing the median and dividing the sum by two.
4. Determine the upper bound of the interval by adding the next highest obtained score to the score for the interval containing the median and dividing the sum by two. In cases where
    a. the obtainable scores are an equal number of units apart (e.g., raw scores are one unit apart) and
    b. there are gaps between actual obtained scores (e.g., the N is small and at least one student does not get each possible raw score), then this approach probably does not give the best estimate of the median. However, in most of our calculations the values around the median will probably be scores which many students received.
5. Calculate the size of the median interval by subtracting the lower bound from the upper bound.
6. The determination of the other values in the formula is straightforward. When the number of cases is odd, the .5 value in the quotient is retained in the calculations.

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For certain distributions, the following decision rules are used.

If the number of students in the sample divided by 2 is odd, and the number of cases at the interval containing the median is 1, then the score for the interval containing the median is the median.

In obtaining the lower bound of the interval, if there is no next lowest obtained score, then 1 is subtracted from the score for the interval containing the median to obtain a "next lowest obtained score."

In obtaining the upper bound of the interval, if there is no next highest obtained score, then 1 is added to the score for the interval containing the median to obtain a "next highest obtained score."

If the next lowest obtained score was determined as described above then the formula is

$$\text{MEDIAN} = A + B(C/E).$$

ATTACHMENT E-19

REPORTING ITBS GRADE EQUIVALENT SCORES

330

SUBJECT: Revisions in Reporting of Test Results

BACKGROUND INFORMATION

a. Currently we report 1970 norms on the STEP, grades 9-12. More recent 1978 norms are available in all areas except science.

b. Currently we report percentiles only for the ITBS, grades 1-8. Grade equivalents offer some advantages over percentiles and could be reported also.

ADMINISTRATIVE CONSIDERATIONS

Details for discussion will be provided later.

RECOMMENDATION

a. That both 1970 and 1978 STEP norms be reported.

b. That both percentiles and grade equivalents be reported for the ITBS.

ACTION REQUIRED

Cabinet recommendation.

CONTACT PERSON

Freda M. Holley

Type of Score: Percentile

Definition: A percentile represents a student's rank—the percentage of students which scored lower than a student.

Questions Addressed:

1. What proportion of students did a student score higher or lower than?
2. Did a student learn as much from one year to the next as other students who were at the same percentile rank the first year?

Advantages:

1. AISD staff and parents have become accustomed to percentiles and understand and interpret them better than they do grade equivalents.
2. If a student maintains the same percentile rank from one year to the next, then that student learned at the same rate as other students at that percentile rank.

Disadvantages:

1. The difference between a 40th and a 50th percentile is not equal to a difference between a 70th and an 80th percentile.
2. Percentiles should not be averaged.
3. If one student scores at the 25th percentile for two years, and another at the 75th percentile for two years, their learning rates are often interpreted as equal.

Type of Score : Grade Equivalents

Definition : A grade equivalent represents the grade placement (year and month) for which a given raw score is average (the median).

Questions Addressed :

1. How close to grade level is a student achieving?
2. Did a student learn as much from one year to the next as did the average student?

Advantages :

1. Gains can be compared across years to the average gain for students nationwide (1.0 gain per year or .1 gain per month).
2. ITBS grade equivalents can be averaged for groups.
3. The difference between 5.8 GE and 6.8 GE is the same as the difference between 4.8 GE and 5.8 GE.
4. Teachers can compare and interpret grade equivalents in terms of how far above or below grade level students are achieving.

Disadvantages:

1. Grade equivalents are misinterpreted in several ways-- a grade equivalent far above grade level does not necessarily mean a student should be moved to a higher grade level or that a student should skip over material to be in text books from that higher grade.
2. Reporting grade equivalents to parents will require more time from school staffs for training and for responding to parents' questions.

ATTACHMENT E-20

MEETING ON GRADE EQUIVALENT SCORES

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 1, 1982

TO: Elementary Principals and Instructional Coordinators

FROM: Glynn Ligon

SUBJECT: Training in Understanding Grade Equivalents

After our fall meeting with building test coordinators, the Cabinet approved our recommendation to include grade equivalents in addition to percentiles on our ITBS reports to the schools (but not on reports to the parents). At the March 10 principals meeting, we will begin our training in how to interpret grade equivalents.

If you wish, send your answers to the enclosed pretest to me prior to the March 10 elementary principals meeting. Anyone who has turned in acceptable answers may choose to leave prior to our training that morning. Sending in your pretest answers is optional.

GL:if
cc: Lawrence Buford
Timy Baranoff
J. M. Richard

Approved: Freda Holley
Director of Research and Evaluation

Approved: Ruth MacAllister
Assistant Superintendent for Elementary

ATTACHMENT E-21

PRETEST ON UNDERSTANDING GRADE EQUIVALENT AND PERCENTILE SCORES

ATTACHMENT E-21
(Page 1 of 2)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

PRETEST

Responding to Common Questions About GRADE EQUIVALENTS

Principals, counselors, and teachers will need to understand grade equivalents well enough to answer questions from parents and from each other. Write a brief response to these common questions.

In AISD, we test every year in April, the eighth month of school. In these questions, assume that the testing was conducted in April and that any reference to gains is a gain from April of one year to April of the next year.

1. A parent asks: My fourth grader scored 6.8 in Math. Why isn't her teacher making her work in sixth-grade math books?

2. A parent asks: My third grader scored 2.5 in both reading and math. Should he be retained?

3. A parent asks: My first grader scored 1.0. Is she on grade level?

4. A teacher asks: John's percentile rank in reading was 25 in both of the last two years. He must have made a grade equivalent gain of 1.0, right?

____

____

____

____

____

____

5. A teacher asks: Alyson made a grade equivalent of 6.8 in both reading and math in grade 4. Why aren't her percentile scores the same?

____

____

____

____

____

____

Bring your answers to the March 10 Elementary principals meeting.

OR mail your answers to Glynn Ligon, ORE. Anyone with acceptable answers may leave prior to the training in interpreting grade equivalents.

81.24

ATTACHMENT E-22

NORMING A STANDARDIZED TEST

338

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Norming a Standardized Test

STANDARDIZED, NORM-REFERENCED TEST: a test with—

1. standardized administration and scoring procedures, and
2. national norms.

NATIONAL NORMS: scales on which we can compare the scores made by our students to the scores made by students across the nation.

NATIONAL NORM GROUP: the group of students who took the test when it was normed.

RAW SCORE: the number of items answered correctly.

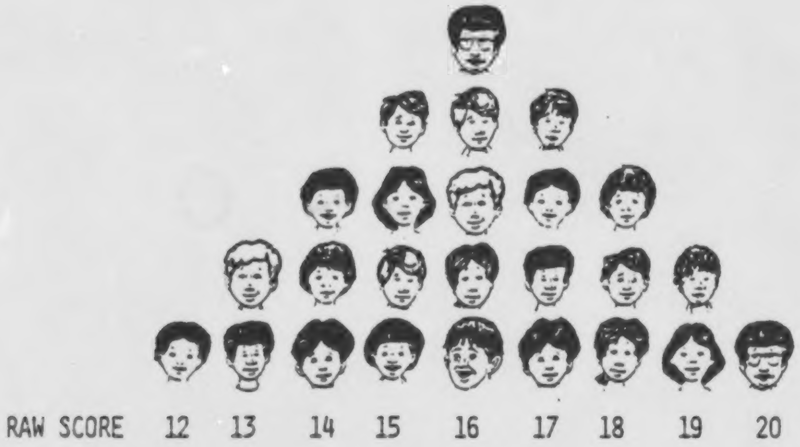


Figure 1. Raw scores made by our national norm group.

TEST: Vocabulary
NUMBER OF ITEMS: 20
NUMBER OF STUDENTS: 25
TIME OF TESTING (NORMING): April of Grade 5

MEDIAN: the score which divides the students into two equal parts. (Always the 50th percentile in the national norm group)

PERCENTILE RANK: the percentage of students scoring below a raw score point.

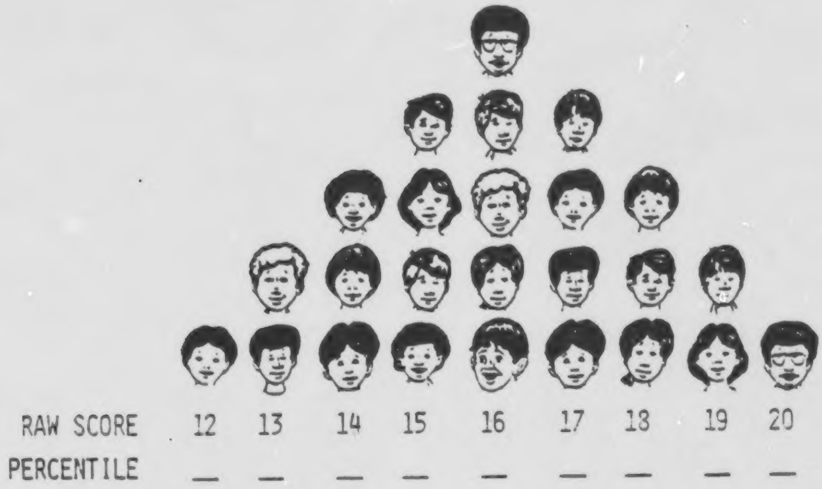


Figure 2. Percentiles Associated with Each Raw Score.

Which raw score represents the median?

Which raw score represents the 50th percentile?

What are the percentiles for the other raw scores?

GRADE EQUIVALENT: the grade and month for which a particular raw score is the median.

April of Grade 5 = 5.8

April of Grade 7 = ____

February of Grade 2 = ____

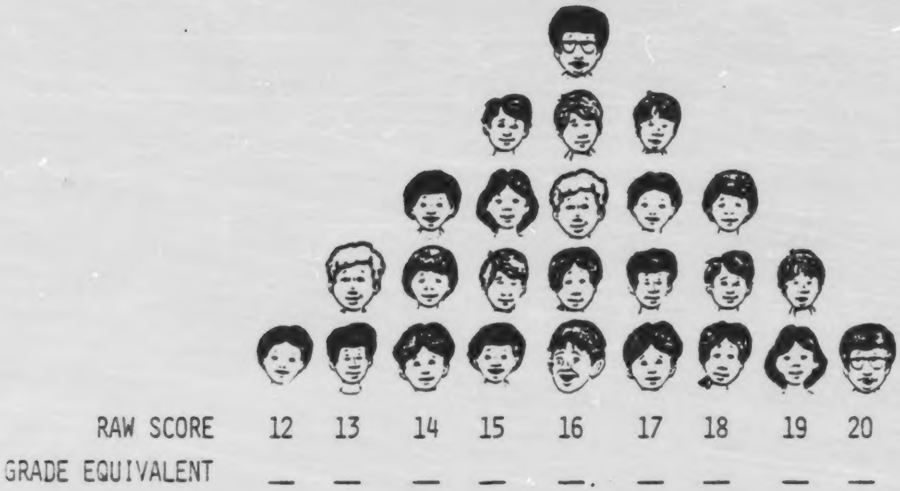


Figure 3. Grade Equivalents Associated with Each Raw Score.

What grade equivalent goes with a raw score of 16? ____

What grade equivalent goes with the other raw scores below?

RESULTS OF TESTING NATIONAL NORM GROUPS AT EACH GRADE

Grade	Median Raw Score in April	Grade Equivalent assigned
3	12	____
4	14	____
5	16	____
6	18	____
7	20	____

What grade equivalents go with the other raw scores?

FOR THE MORE ADVANCED READER

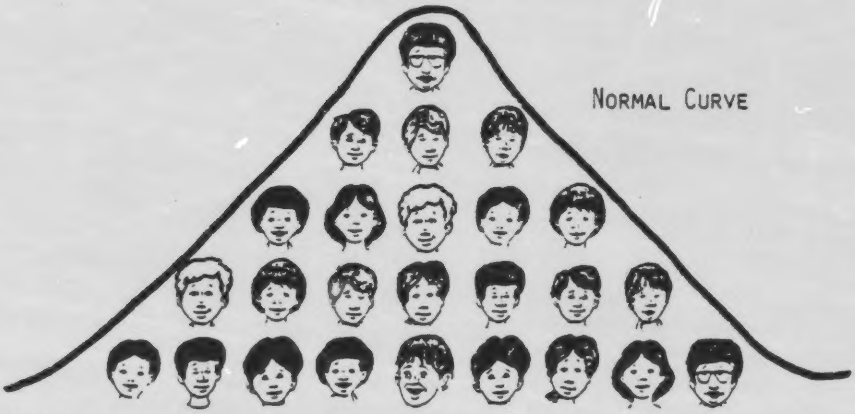
Figure 4 adds on several other terms which are sometimes encountered.

NORMAL CURVE: a distribution of scores that is shaped about the same as our distribution. This bell-shaped curve represents how skills such as vocabulary are distributed—most people being average with fewer and fewer people being at each point as we go higher or lower in vocabulary skill.

STANINES: a scale divided into nine equal parts. Notice that with our normal curve there are many more persons in the middle stanines and very few in the high and low stanines. Stanines and percentiles are always related in the same way. For example, the third stanine always includes persons scoring from the 11th to the 22nd percentile.

NORMAL CURVE EQUIVALENTS (NCE'S): roughly equal to stanines broken down into ten parts each. Stanines and NCE's are useful because they represent equal-interval scales and may be averaged. NCE's are sometimes used with test scores for the Title I Program.

PERCENTAGE OF ITEMS CORRECT: the raw score divided by the total number of items on a test (multiplied by 100 to remove the decimal point). This is often confused with percentile.



RAW SCORE	0-12	13	14	15	16	17	18	19	20
PERCENTILE	1 2	4 8	11 18	23 32	40 50 60	68	77 82	89 92	96 98 99
STAINE	1	2	3	4	5	6	7	8	9
NCE	10	20	30	40	50	60	70	80	90
% ITEMS CORRECT	0-60	65	70	75	80	85	90	95	100
GRADE EQUIVALENT	3.8	4.3	4.8	5.3	5.8	6.3	6.8	7.3	7.8

Figure 4. Norms associated with each raw score.

ATTACHMENT E-23

UNDERSTANDING GRADE EQUIVALENTS AND PERCENTILES

34[illegible]

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

UNDERSTANDING GRADE EQUIVALENTS AND PERCENTILES

TYPE OF SCORE: Grade Equivalents

DEFINITION: A grade equivalent represents the grade placement (year and month) for which a given raw score is average (the median).

QUESTIONS ADDRESSED:
1. How close to grade level is a student achieving?
2. Did a student learn as much from one year to the next as did the average student?

TYPE OF SCORE: Percentile

DEFINITION: A percentile represents a student's rank--the percentage of students which scored lower than a student.

QUESTIONS ADDRESSED:
1. What proportion of students did a student score higher or lower than?
2. Did a student learn as much from one year to the next as other students who were at the same percentile rank the first year?

(Match the ◀ at the top and bottom of this page with the ▶ on the next page.)

To the left is a scale which represent the full range of possible grade equivalent scores for the ITBS Vocabulary Test, Levels 5-14.

This part of the scale represents the sixth grade: 6.0-6.9. The ten decimal places are equivalent to one month each. The three summer months together equal one month, and the nine months of the school year equal one month each.

Over a 12-month period, how much does this grade equivalent scale go up? _____

What grade equivalent represents the national average for the time that AISD tests students in grade 8? _____

What grade equivalent represents the national average for the time that AISD tests students in grade 3? _____

(Match the ⇦ at the top and bottom of this page with the ⇨ on the next page.)

The percentiles shown to the left are for the months of testing in AISD (April, grades K-6; February, grades 7 and 8).

What percentile always corresponds to the grade equivalent for the month of testing?_____

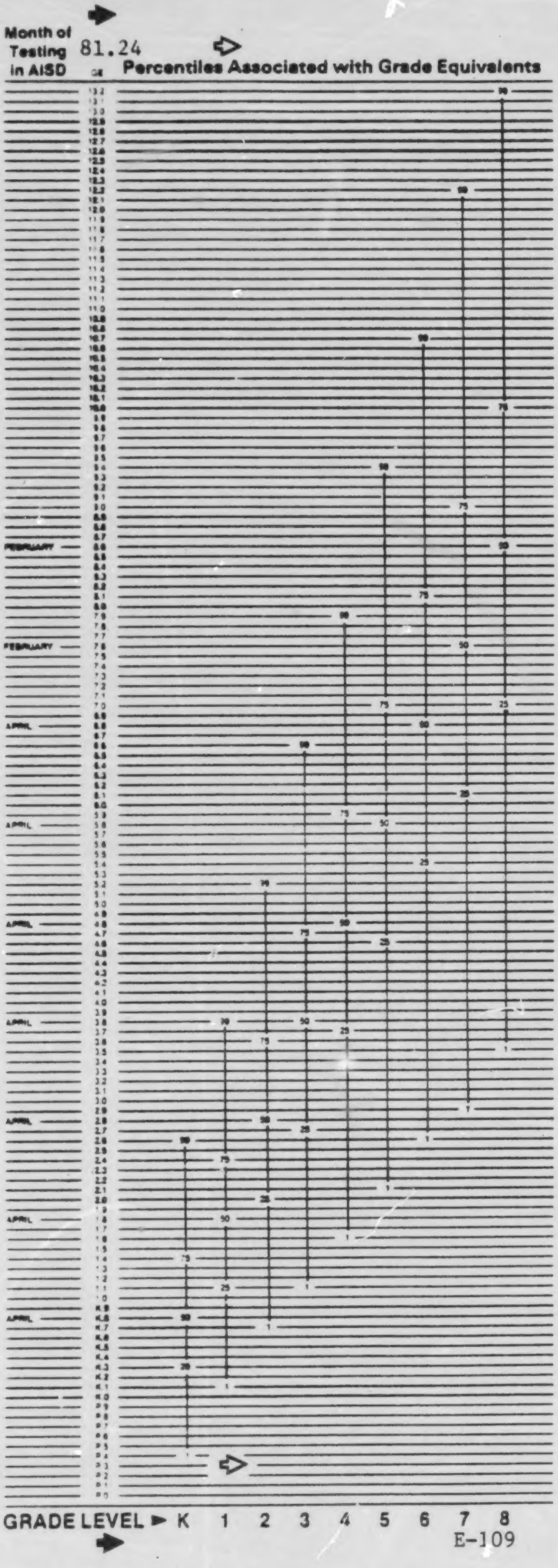
What grade equivalent gain is made by a student who scores in both kindergarten and first grade at the 50th percentile? _____

What grade equivalent gain is made by a student who scores in both kindergarten and first grade at the 25th percentile? _____

What grade equivalent gain is made by a student who scores in both kindergarten and first grade at the 99th percentile? _____

CAUTION: Grade equivalents do not necessarily represent the best instructional level for a student. A fourth grader scoring at 7.8 should not necessarily be working in seventh-grade texts. Although this fourth grader knows fourth-grade material as well as the average seventh grader, this student may not know seventh-grade material as well as seventh graders do.

ATTACHMENT E-23
(Continued, page 2 of 3)



What is the range of grade equivalents between the 1st and the 99th percentile in kindergarten? _____

... in grade 8? _____

The table below shows the grade equivalent gain needed to maintain the same percentile rank from K through 8.

Percentile Rank	K GE	8th GE	GE Gain
1	P.4	3.5	4.1
25	K.3	7.0	6.7
50	K.8	8.6	7.8
75	1.4	10.0	8.6
99	2.6	13.2	10.6

What percentile goes with a grade equivalent of 3.8 in grade 1? _____

... in grade 2? _____

... in grade 3? _____

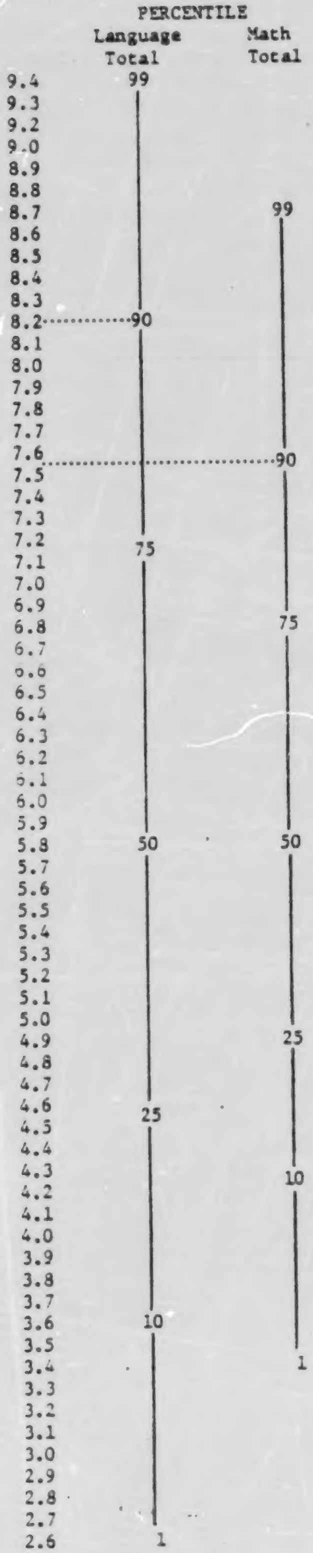
... in grade 4? _____

... in grade 8? _____

Which type of score can be interpreted with fewer cautions?

_____ Percentiles

_____ Grade Equivalents



DOES A STUDENT WHO MAKES THE SAME GRADE EQUIVALENT IN TWO AREAS ALSO MAKE THE SAME PERCENTILE IN BOTH?

In this example, Math Total and Language Total are compared for fifth graders taking the ITBS in April.

For a student who scores at the 90th percentile in both language and math, what are this student's grade equivalents?

90th %ile = ____ GE for Language Total

90th %ile = ____ GE for Math Total

ATTACHMENT E-24

POSTTEST ON UNDERSTANDING GRADE EQUIVALENT AND PERCENTILE SCORES

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

POSTTEST

Interpretation of Grade Equivalents and Percentile Scores

1. In grade equivalents, how much do the 3 months of summer count?

   a. 3 months
   b. 1 month
   c. 0 month
   d. nothing

2. In which area is a third-grade student farther behind more of his peers if his grade equivalent scores are 2.8 in reading and 2.9 in math?

   a. Reading
   b. Math
   c. Not known from this information

3. If a second grader gains in one year from a GE of 4.8 to a GE of 5.8, her percentile scores will most likely -

   a. go up
   b. stay the same
   c. go down
   d. not known from this information

4. Which most likely represents the greatest gain in grade equivalents over a one-year period?

   a. 3.8 GE to 4.8 GE
   b. 20th %ile to 21st %ile
   c. 90th %ile to 91st %ile
   d. Not known from this information

(More on back)

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Would you use grade equivalents or percentiles to answer each of these questions? Think in terms of a low-achieving student.

5. How close to grade level is this student achieving?

   a. Grade equivalents
   b. Percentiles
   c. Both

6. Did this student learn as much last year as did an average student?

   a. Grade equivalents
   b. Percentiles
   c. Both

7. What proportion of students did this student score higher than?

   a. Grade equivalents
   b. Percentiles
   c. Both

8. Did this student learn as much last year as did other students who were at the same low level?

   a. Grade equivalents
   b. Percentiles
   c. Both

ATTACHMENT E-25

BOARD ITEM FOR ITBS LEVEL 5 TEST FOR KINDERGARTEN STUDENTS

350

SUBJECT: Kindergarten Achievement Testing

BACKGROUND INFORMATION

There is a need for a new kindergarten achievement test to replace the Boehm Test of Basic Concepts, used since 1972. Although the Boehm provides us with a measure of student acquisition of basic concepts and has provided an adequate comparison of our kindergarten program's success across the past few years, there is a need for a newer instrument which will do more. The Boehm norms are based upon 1969 achievement levels. In the past decade, kindergarten student achievement has changed considerably. In addition, our kindergarten curriculum is much broader than the content measured by the Boehm.

The replacement test will serve the following purposes for the persons indicated.

Purposes	Persons Involved
. Diagnosis—an early fall assessment from which teachers may plan.	. Teachers.
. Identification of students to be served by Title I.	. Teachers, principals, Title I staff.
. Districtwide needs assessment for the Title I Program application.	. Title I staff.
. Pre- and posttest for evaluation of Title I, Title I Migrant, SCE, and other programs' objectives.	. Staff of special programs.
. Evaluation of the success of the kindergarten program.	. Teachers, principals, administration, School Board.
. Pretest for evaluation of the success of the first-grade program.	. Teachers, principals, administration, School Board.

In October, 1981, the Superintendent appointed a Testing Advisory Committee, which was composed of teachers, instructional coordinators, counselors, principals, parents, and administrators, to review available kindergarten tests. Appropriateness for the AISD curriculum, administration logistics, and usefulness of the norms were factors considered in reviewing each test.

ADMINISTRATIVE CONSIDERATIONS

a. GENERAL:

1. To limit the amount of testing required of schools, the kindergarten test must be appropriate for use by the evaluations of Title I and other special programs. Tests were reviewed with this in mind.

2. The District is required by Title I regulations to conduct a districtwide needs assessment at all grade levels. Currently, the fall Boehm testing is used for kindergarten needs assessment.

3. A kindergarten test administered in April could substitute for the districtwide administration of the Metropolitan Readiness Tests (MRT) in September of grade 1. Grade 1 teachers would have the results from the kindergarten testing when the next school year begins.

4. For limited-English-proficient (LEP) students, an alternative test in Spanish, possibly other languages, appears to be the best option. The tests with Spanish editions were not judged by the committee as able to meet the purposes outlined earlier. The Office of Research and Evaluation and the Department of Bilingual Education have begun to investigate acceptable alternatives. A final decision may be delayed until some resolution is achieved between the Court and the State concerning bilingual education.

b. EVALUATIVE:

1. An informal survey of principals and kindergarten and grade 1 teachers showed a wide range in the use of the Boehm and MRT results for instructional planning. ORE's conclusion is that the mandating of this testing districtwide requires some teachers to test even though they use the results very little, and they sometimes administer an additional diagnostic test. However, many other teachers use these results carefully, especially from the MRT. Therefore, a testing program which does not mandate districtwide testing at the beginning of grades K and 1 would save some teachers and students extra testing time; however, maintaining the MRT as an optional test would benefit others.

2. The overall ratings of the available instruments were similar. Teachers reviewing the tests described them as being generally confusing in format, difficult, lengthy, and requiring students to mark answers in too small a space. The more simple tests were seen as being much more narrow in scope than the kindergarten curriculum.

3. The Testing Advisory Committee preferred the ITBS, Level 5, for several specific reasons.

   a. The level of difficulty appears appropriate for AISD students—even though the ITBS is judged more difficult than other tests.
   b. The entire battery does not have to be administered in order to use the norms. Each of the five tests is independently normed. This addresses the teachers' concern about length.
   c. The content and skills measured by three tests—Listening, Language, and Mathematics—best match the AISD kindergarten curriculum.

4. Both levels 5 and 6 of the ITBS were pilot tested with kindergarten students in March, 1981. Based upon this and a review of the technical characteristics of levels 5 and 6, level 5 is considered as being more appropriate for spring testing.

   Kindergarten teachers giving level 5 reported that their students handled the directions, formats, and answer spaces well. With administering only three of the five subtests, the length of the testing was not a substantial problem. The scores made by these students were in line with the teachers' and ORE's expectations, and the answer markings made by the students were clear enough to allow for accurate machine scoring.

5. The elementary instructional coordinators and department administrators reviewed the testing options on February 7, 1981, and on April 10, 1981. Their consensus supported a districtwide kindergarten test in April at the same time as the ITBS testing in grades 1-6. For grade 1, the coordinators supported making the MRT optional on a campus-by-campus basis.

6. The Title I supervisory staff reviewed the ITBS, Level 5, and selected the Language Test (about 20 minutes administration time) as most appropriate for both the Title I districtwide needs assessment and the identification of eligible students.

RECOMMENDATION

1. That the Iowa Tests of Basic Skills (ITBS), level 5, become the districtwide instrument for measuring the achievement of kindergarten students.

    a. That the Language Test be administered in the fall for districtwide needs assessment and for identification of students eligible for Title I services.
    b. That the Language, Listening, and Mathematics Tests be administered districtwide in the spring.

2. That beginning in the fall of 1982, the Metropolitan Readiness Tests (MRT) be made optional to schools for administration to students in the fall of grade 1. (Kindergarten ITBS scores will not be available to first-grade teachers in the fall of 1981; therefore, the MRT will need to be given to all first graders one more year.)

ACTION REQUIRED

Board Approval

CONTACT PERSON

Freda M. Holley

ATTACHMENT E-26

81.24 PERMISSION TO REPRODUCE THE LEVEL 5 LANGUAGE TEST

THE RIVERSIDE
PUBLISHING COMPANY

March 17, 1981

M. Kevin Matter
Evaluator, Systemwide Testing
Austin Independent School District
Office of Research and Evaluation
6100 Guadalupe
Austin, Texas 78752

Dear Mr. Matter:

Permission is granted to the Austin Independent School District for translation of the directions for Levels 5 and 6, Iowa Tests of Basic Skills, Form 7, © 1978 into Spanish for use in AISD only.

Permission is also granted for the reproduction of 4,000 Language tests from Levels 5 and 6 of the Iowa Tests of Basic Skills, Form 7, for use in Title I identification. Each copy should include the copyright notice plus "Reproduced with permission from The Riverside Publishing Company." A royalty of $.17 per copy will be required. Royalty payment should be sent to this office, with a printing sample and documentation concerning number printed, should you choose to implement this permission.

Sincerely,

George H. Johnson, Ph.D.
Director of Planning

/jaz

RECEIVED
MAR 22 1981
RESEARCH & EVALUATION
SYSTEMWIDE TESTING

P.O. Box 1970, Iowa City, Iowa ~~52240~~ 52244 319-354-5104

ATTACHMENT E-27

LEVEL 5 LANGUAGE PRACTICE TEST

AUSTIN INDEPENDENT SCHOOL DISTRICT
KINDERGARTEN PRACTICE TEST
DIRECTIONS

When ready to begin testing, say to the children:

> Look at this piece of paper I have in my hand. I need to show you some things on it. I will be giving each of you a piece of paper just like it and asking you to do some work. So listen carefully.
>
> Look at this heavy line. It divides the paper into two parts - this part *(show left side)* is the first column. We'll be working on this side first. This other part *(show right side)* is the second column. When we finish working on this side *(show left side)* we'll work here *(show right side)*.
>
> Look at this first set of pictures. *(Demonstrate.)* Listen as I read some words and then ask a question.

Note: Do not read item numbers aloud.

1. Look at the picture of an apple, a banana, and an ear of corn.

Which is a picture of an apple? *(Pause.)* Yes, you're right. This picture *(show)*, the first picture, is a picture of an apple. Do you see this little oval under the apple all filled in? That was done to show you that this is the right answer to the question.

Let me draw some oval shapes on the chalkboard and show you how to mark your answer. Watch me. *(Draw an oval on the chalkboard and fill it in to show pupils how it should be done. Tell them to make a heavy dark mark that covers most of the oval. They should stay within the oval but should not waste time trying to make neat marks that fill the entire oval.)* You will be marking an oval under a picture to show your answer.

We will look at this set of pictures next. *(Demonstrate.)* I am going to give you your papers now. Put your marker under this set of pictures so we'll be ready to work.

Distribute the practice test. Then say:

2. Now let's go on. This time you will be marking the oval shapes yourselves. Look at the pictures of the ear, the mouth, and the eye. Which is the picture of the eye? *(Pause.)* Yes, this last picture, the third picture, is a picture of an eye. Remember how I showed you to fill in the oval shape. Mark the oval shape under the picture of the eye.

3. Now we will do another. Move your marker under the next box. *(Pause.)* Listen carefully. Which is a picture of a horse? *(Pause.)* Which oval did you mark? *(Pause.)* Yes, the third oval, the one under the horse, is the right answer.

4. Move your marker under the next box. You should be at the bottom of the first column. *(Demonstrate.)* In the box are pictures of people. Mark the oval under the picture of the lady. Fill in the oval under the lady. *(Pause.)*

Note: After each exercise in the practice test (or after all exercises have been completed), indicate which answer is correct and why the answer is the right one.

---

5. Now put your marker under the box at the top of the next column. *(Demonstrate.)* Look at the pictures of the plants. Which is a flower? Fill in the oval under the picture of a flower.

6. Move your marker under the next box. Listen carefully. Find the picture of a clown. Mark the oval under the picture of a clown. Mark the one under the clown.

7. Now put your marker under the next box. Which picture shows a ball beside a shoe? Fill in the oval under the picture that shows a ball beside a shoe.

8. Move your marker under the next box. You should be at the bottom of the second column. There are pictures of three animals. One of these animals can fly. Mark the picture of the animal that can fly.

If exercises 5–8 were completed without discussion of what answers were correct and why, conduct such a discussion at this time. Also, help may be given to pupils who have not marked ovals properly.

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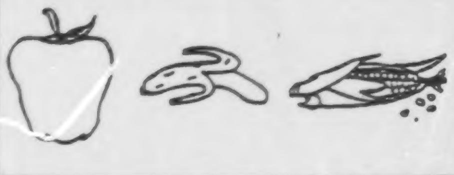
AUSTIN INDEPENDENT SCHOOL DISTRICT
KINDERGARTEN PRACTICE TEST

Name____________________ **Teacher**____________________

School____________________ **Date**____________________



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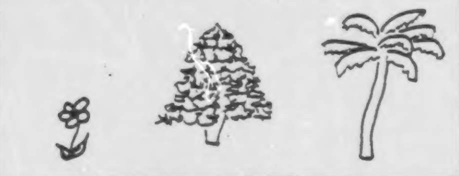

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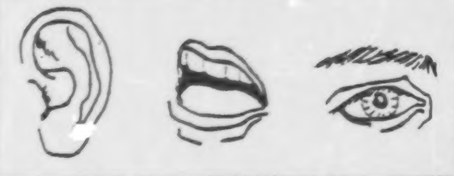

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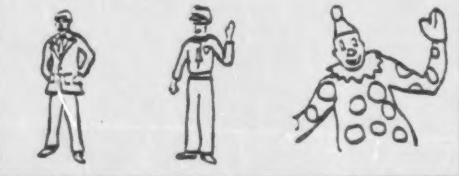

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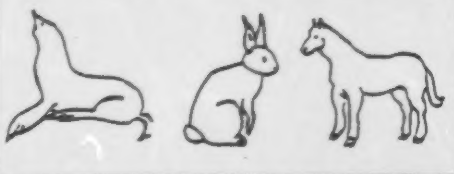

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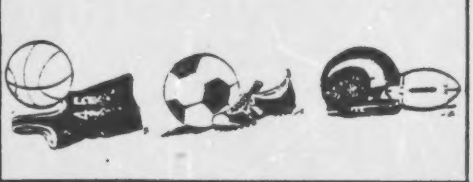

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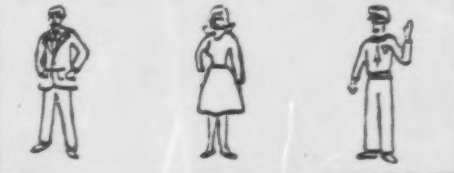

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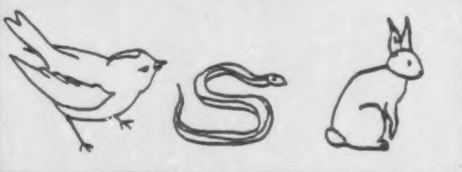

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ATTACHMENT E-28

FALL BTC KINDERGARTEN CHECKLIST

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

IOWA TESTS OF BASIC SKILLS LEVEL 5 LANGUAGE TEST

Fall, 1981

BUILDING TEST COORDINATOR CHECKLIST

PRIOR TO OR DURING THE WEEK OF AUGUST 31 - SEPTEMBER 4

1. Inventory materials received. For each kindergarten student, kindergarten teacher, and yourself, you must have:
   - ITBS Level 5 Language Test. (Number sent by ORE: ___)
   - Kindergarten Practice Test.
   - Cardboard marker.

   For each kindergarten teacher and yourself, you must have:
   - ITBS Level 5 Language Test Administration Directions. (Number sent by ORE: ___)
   - Kindergarten Practice Test Directions.
   - Teacher Checklist.
   - ITBS Materials Envelope.

   You must also have an ITBS Teacher Code Sheet.

Call Rick Battaile or Phil Jones at 458-1227 if you need additional materials. Please make certain that you have enough materials for your school.

2. Assign each teacher a "code number" as shown on the Teacher Code Sheet.

3. Distribute materials to teachers. The left column on the ITBS Materials Envelope lists which materials teachers need. In the blank next to each item, indicate the amount you are giving the teacher, then put the materials inside the envelope. (You must also fill in the identifying information on the front of the envelope for each teacher.)

4. Advise teachers of any special instructions that you consider necessary, including:
   - When to administer the practice test, regular test, and make-ups.
   - Any arrangements needed to enable the teachers to administer the test to groups of 6-10 students.
   - When to return the materials to you.

NO LATER THAN FRIDAY, SEPTEMBER 18

5. Collect materials listed in the right column on the ITBS Materials Envelope from teachers.

6. Verify that all materials the teacher indicated on the envelope are inside the envelope. Be sure that you have received and accounted for every ITBS Level 5 Language Test.

7. Place all of your extra ITBS materials and the ITBS Teacher Code Sheet into the remaining ITBS Materials Envelope.

8. In one package, mail the envelopes of ITBS materials to:

ITBS
Box 79, Office of Research and Evaluation
Carruth Administration Building

Note: If you hand deliver your school's tests, you will avoid possible problems in the mail and speed up the scoring of your school's tests. Title I schools should hand deliver their tests so that the scores required for Title I identification can be returned quickly.

Thanks!

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

IOWA TESTS OF BASIC SKILLS LEVEL 5 LANGUAGE TEST

Fall, 1981

TEACHER CHECKLIST

PRIOR TO THE WEEK OF SEPTEMBER 8-11

1. Inventory all test materials indicated on your ITBS Materials Envelope.

2. Identify students exempt from testing. The following students are not required to take the ITBS but may be tested at your option:
   - Special education students whose ARD Committee has determined should be exempt.
   - Students identified to be in LEP (limited-English proficient) Language Categories A and B.

3. Fill in the information on the front of an ITBS Level 5 Language Test for each student.

4. Administer the Practice Test. The suggested day for administering the Practice Test is the day before the regular testing.

DURING THE WEEK OF SEPTEMBER 8-11

5. Administer the test exactly as prescribed by the Language Test Administration Directions and other instructions provided by the Building Test Coordinator.

BY SEPTEMBER 17

6. Administer all make-ups.

NO LATER THAN FRIDAY, SEPTEMBER 18 (earlier if the Building Test Coordinator requests)

7. The right column on the ITBS Materials Envelope lists which materials you must return to the Building Test Coordinator. In the blank next to each item, indicate how many of each item you will return, then place all of the materials into the envelope in the order listed.

Note: Please destroy all used Kindergarten Practice Tests.

8. Return the materials to the Building Test Coordinator.

ATTACHMENT E-30

81.24

KINDERGARTEN TEACHER ENVELOPE

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

ITBS MATERIALS ENVELOPE

ITBS LEVEL 5 LANGUAGE TEST

SCHOOL: ☐☐☐☐☐☐☐☐☐☐☐☐☐☐ SCHOOL CODE: ☐☐☐

TEACHER: ☐ (INITIAL) ☐☐☐☐☐☐☐☐☐☐ TEACHER CODE: ☐☐☐

THIS ENVELOPE CONTAINS:

(Building Test Coordinator: Before you distribute materials, fill in the numbers below.)

(Teacher: Before you return materials, fill in the numbers below.)

One for each student and the teacher	ITBS Level 5 Language Tests	____	*Numbers Must* ⟵ *Match* ⟶	____	ITBS Level 5 Language Tests (used and unused)
	Kindergarten Practice Tests	____		____	Kindergarten Practice Tests (unused)
	Cardboard Markers	____			
One for each teacher	ITBS Level 5 Language Test Administration Directions	____	*Numbers Must* ⟵ *Match* ⟶	____	ITBS Level 5 Language Test Administration Directions
	Kindergarten Practice Test Directions	____	*Numbers Must* ⟵ *Match* ⟶	____	Kindergarten Practice Test Directions
	Teacher Checklist	____			

____ Building Test Coordinator verification of materials enclosed (initial).

ATTACHMENT E-31

81.24

PRELIMINARY ITBS LEVEL 5 LANGUAGE TEST RESULTS

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

PRELIMINARY RESULTS
IOWA TESTS OF BASIC SKILLS - LEVEL 5

School ______________________________ Fall, 1981

Teacher ______________________________ Kindergarten

Student Name	Language Raw Score

NOTE:

1. A raw score of 20 is equal to the 30th percentile. Students with a score of 20 or lower are eligible for Title I services.

2. These scores were derived manually. Please, replace these scores with the ones reported in a few weeks on the computer printout. There is a slight chance of some error in these hand-scored results.

ATTACHMENT E-32

ITBS LEVEL 5 LANGUAGE REPORTS

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

September 28, 1981

TO: Elementary Principals

FROM: Kevin Matter

SUBJECT: Fall 1981 ITBS Level 5 Language Test Reports

Enclosed are the following fall 1981 ITBS Level 5 Language Test reports and materials, indicated by an (X).

☒ A gummed label for each student who took the test, reporting the percentile and grade equivalent scores, to be affixed to the student's measurement data card.

☒ An alphabetic listing of students who took the test in each classroom, reporting percentile and grade equivalent scores for each student and a skills analysis for the major test areas. Summary median percentile, grade equivalent, and skill area scores for the classroom, school, and District are presented below the individual student scores. One copy of this listing is provided for the respective teachers and one copy is for your use.

☒ ITBS Level 5 skills descriptions for the tests to be administered in April - Listening, Language, and Math. One copy is provided for each kindergarten teacher.

I would appreciate any comments/reactions that you or your faculty have about these reports in order to make the reports for the spring testing as useful as possible. If you have comments or suggestions, please call me at 458-1227 or write them down and send them to me.

Thank you.

KM:lg
Enclosures

APPROVED: Freda M Holley
Director, Research and Evaluation

APPROVED: Ruth MacAllister
Assistant Superintendent for Elementary Education

cc: Timy Baranoff
Hermelinda Rodriguez

ATTACHMENT E-33

SKILLS OBJECTIVES FOR LEVEL 5 LISTENING - LANGUAGE - MATH TESTS

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SKILLS OBJECTIVES FOR THE ITBS
AND
SUGGESTIONS FOR THE DEVELOPMENT OF THE SKILLS

LEVEL 5
LISTENING - LANGUAGE - MATHEMATICS

AUSTIN INDEPENDENT SCHOOL DISTRICT

DEPARTMENT OF ELEMENTARY EDUCATION
AND
OFFICE OF RESEARCH AND EVALUATION

REPRODUCED BY PERMISSION OF THE RIVERSIDE PUBLISHING COMPANY.

ITBS SKILLS DESCRIPTIONS: LEVEL 5 (KINDERGARTEN)

Listening

In the listening tests, a variety of skills are represented, all of which contribute to a pupil's comprehension of orally presented material.

Listening is often cited as a "neglected area" of primary education. Listening is a much used basic skill that is acquired not only through incidental learning but through direct teaching. Also, effective listening *habits* contribute to effective learning.

In a way, the results of the listening test can be thought of as measures of general readiness. The scores are dependent upon verbal ability, comprehension, and linguistic ability. Moreover, because the test is administered orally and pictorial responses are employed, the results are completely independent of the mechanics of reading. It is suggested that the results of the listening test be taken into consideration, *along with other characteristics of the pupils,* in setting levels of expectation for performance in other academic areas, particularly reading.

The seven specific listening skills measured by the tests are listed below at the right. They represent a general consensus of taxonomies of listening proposed by authorities (Binford, 1977).

In addition to the suggestions for improving listening skills listed below, the activities presented by Russell, Russell, and Hennings (1979) are particularly recommended.

Suggestions for Improving Listening Skills

1. Everyday classroom activities can offer many opportunities for improving listening skills. For instance, after a show-and-tell period, teachers can ask pupils questions about what they have heard.
2. Do not get into the habit of repeating directions. If pupils expect that directions will always be repeated, they may not listen carefully the first time.
3. Give pupils a purpose for listening. Before reading a story aloud, pose questions about it so pupils will know what to listen for.
4. Like all other skills, listening skills improve with practice. When reading a story aloud to the class, occasionally stop and ask pupils to anticipate what they think will happen next. After reading the story, ask questions to check comprehension. Some of the questions should be factual, some should be inferential ("What do you think Tom saw that made him run away so fast?"), and some should require pupils to use details from the context to establish meaning ("What do you think a *signal fire* must be?").
5. Games and exercises such as the following can help sharpen listening skills:
   a. Have pupils draw pictures from oral directions.
   b. Give a pupil a series of verbal directions for physical actions to perform in sequence. Let the other children decide if the directions were followed in the correct order.
   c. Read a short story in which events are scrambled and ask pupils to tell what they think happened first, second, and so on.
6. Instruction in listening should be structured so that children can respond *actively*. In many classrooms, children are bored into habits of nonlistening.
7. Tape recorders can be useful in reproducing real-life listening situations. The playback feature is especially useful in that children can check the accuracy of recall.

Test LI: Listening

NUMBER OF ITEMS

SKILLS OBJECTIVES	Level 5	Level 6
LM Literal Meaning	5	6
IM Inferential Meaning	5	5
CD Concept Development	4	4
FD Following Directions	2	3
SQ Understanding Sequence	4	4
PO Predicting Outcomes	6	4
AS Attention Span	5	5
Totals	31	31

Test LI: Listening

Item No.	Level 5	Level 6	Item No.	Level 5	Level 6	Item No.	Level 5	Level 6
1	CD	PO	12	FD	FD	23	FD	IM
2	PO	AS	13	SQ	IM	24	AS	SQ
3	IM	LM	14	IM	PO	25	IM	AS
4	CD	CD	15	SQ	CD	26	LM	CD
5	CD	AS	16	PO	LM	27	LM	PO
6	LM	CD	17	CD	SQ	28	AS	FD
7	AS	PO	18	PO	AS	29	SQ	LM
8	PO	AS	19	LM	LM	30	LM	LM
9	SQ	LM	20	PO	IM	31	PO	SQ
10	AS	IM	21	AS	IM			
11	IM	SQ	22	IM	FD			

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Language

The language test measures the comprehension of linguistic relationships. It focuses on the ways in which language is used to express ideas. The pupil is required to select a picture that corresponds to the elements in an oral message.

The seven skills are listed below. *Classification* involves recognizing characteristics in common. *Prepositions* involves comprehension of relationships among objects. *Verb Tense* items require distinctions among expression of past, present, and future events. *Singular-Plural* involves various combinations of singular and plural subjects and verbs. *Comparative-Superlative* items require the comprehension of comparison distinctions. *Spatial-Directional* terms are those that require visualization of described relationships. *Operational Language* items are those that require discriminations of exact relationships among subject/verb/object/modifier(s).

Suggestions for Developing Language Skills

1. Most children learn language best by actually using it. Pupils should be provided with opportunities to use language in a variety of ways for real communicative purposes. For instance, a small-group conversation period in which several children gather with a teacher or aide can be one way to encourage oral communication. Activities which promote verbal interaction between speaker and listener will benefit children's language development more than listening to someone talk or drill on specific points of usage.
2. When a child makes a grammatical error, model the sentence in correct form and have the child repeat it. Establishing a climate of helpful correction can keep children from practicing their own errors and learning errors made by others.
3. Occasionally it may be necessary to focus children's attention on certain classes of words such as prepositions. One way to do this would be to play "Simon Says" using directions such as "crawl *under* the table," "hop *toward* the door," "touch the chair *near* the window," or "walk *beside* the chalkboard."
4. If a child appears to be significantly behind his or her peers in language development, he or she should be referred to a trained speech clinician or language specialist.

Test L: Language

NUMBER OF ITEMS

SKILLS OBJECTIVES	Level 5	Level 6
CL Classification	5	4
PR Prepositions	5	4
VT Verb Tense	4	4
SP Singular-Plural	5	4
CS Comparative-Superlative	4	4
SD Spatial-Directional Terms	•	3
OL Operational Language	6	4
Totals	29	27

Test L: Language

Item No.	Level 5	Level 6	Item No.	Level 5	Level 6	Item No.	Level [illegible]	Level 6
1	OL	SD	11	CL	CL	21	PR	VT
2	CS	VT	12	PR	SD	22	CS	SD
3	SP	CS	13	OL	SP	23	CL	OL
4	OL	PR	14	OL	VT	24	SP	CS
5	PR	CL	15	PR	CL	25	VT	SP
6	CS	CS	16	VT	SP	26	OL	PR
7	VT	PR	17	SP	PR	27	OL	OL
8	CL	VT	18	CS	CS	28	CL	
9	SP	CL	19	CL	OL	29	SP	
10	PR	SP	20	VT	OL			

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Mathematics

The orally administered test of mathematics parallels closely the grade placement of, and relative emphasis upon, mathematics concepts presented in current instructional materials. A page-by-page examination of leading current textbook series and recommendations of mathematics specialists formed the basis for the skills classification system employed, and for content and placement specifications.

Suggestions for Developing Mathematics Skills

Young children learn mathematical concepts, processes, and relationships best when they can experience them in a concrete way. A firmer understanding is gained when children are given opportunities to handle, count, compare, and measure objects rather than when they are given only verbal explanations. Some of the following ideas may prove useful in helping children experience mathematical concepts:

1. Make certain pupils see mathematics not as an isolated activity confined to "math time" but as a tool that can be used for solving problems that arise during cooking projects, science activities, and art experiences.
2. Addition and subtraction are easier for children to grasp if they can "put together" and "take away" actual objects. Tongue depressors, straws, or toothpicks can be manipulated by pupils as they learn to add and subtract. This makes their understanding of mathematical operations more concrete.
3. Children may find the concept of measurement more meaningful if they begin by measuring objects in units that are familiar to them. For instance, ask pupils to find out how many new pencils "long" the table is, how many drinking straws "tall" their chairs are, or how many toothpicks "wide" a piece of paper is.
4. The ability to compare objects in size, length, or weight forms an important basis for more advanced mathematical activities. One way to provide practice in the basic operation of comparison is by playing adaptations of simple games like "Red Rover" — one could ask anyone who is shorter than a certain child or taller than the teacher's chair to "come over."

   A child who masters such comparative concepts is ready for experiences with seriation. Give the child a set of objects of graduated size to arrange in order from smallest to largest. Start with only three objects and use more as the child progresses.
5. Allow pupils to help distribute papers, materials, or snacks to the other children in the class. This provides a natural opportunity for experiencing the notion of one-to-one correspondence. Ask the child distributing materials whether he or she ran out or had extras, or whether there was just one item for each child.
6. Be on the lookout for new sources of "hands on" activities. Publications such as *Arithmetic Teacher* or teachers' guides to textbook series offer numerous ideas for such activities.

Test M: Mathematics

NUMBER OF ITEMS

SKILLS OBJECTIVES	Level 5	Level 6
N Numeration and Number Systems		
N1 Numeral recognition	4	3
N2 Counting	3	3
N3 One-to-one correspondence	2	4
N4 Ordinals	1	1
N5 Fractions (parts of a whole)	2	1
N6 Series	2	2
G Geometry and Measurement		
G1 Comparisons	6	1
G2 Measurement: quantity, length, and time	2	3
G3 Geometry: shapes	4	4
G4 Money	1	2
O Operations		
O1 Addition	3	4
O2 Subtraction	2	4
O3 Addition and subtraction	1	1
Totals	33	33

Test M: Mathematics

Item No.	Level 5	Level 6	Item No.	Level 5	Level 6	Item No.	Level 5	Level 6
1	N1	G3	12	G3	N2	23	G1	O1
2	N1	N1	13	N4	G4	24	G1	G1
3	G3	N3	14	O1	N2	25	O1	G3
4	G1	N1	15	G3	G3	26	G1	O1
5	G1	N4	16	G4	N2	27	N6	N6
6	G2	N5	17	N3	G2	28	O1	O2
7	N2	N3	18	N1	N3	29	O2	N1
8	G1	O2	19	N5	G2	30	N6	O1
9	N3	N6	20	N2	O2	31	N5	O3
10	G2	G2	21	N1	O1	32	O2	O2
11	N2	G3	22	G3	G4	33	O3	N3

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ATTACHMENT E-34

PROCEDURE USED TO CALCULATE ITBS LEVEL 5 LANGUAGE TEST FALL ITEM NORMS

81.24

ATTACHMENT E-34
(Page 1 of 2)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

September 28, 1981

TO: Systemwide Testing File

FROM: Kevin Matter KM

SUBJECT: Procedure Used to Calculate ITBS Level 5 Language Test Item Norms

We are administering the ITBS Level 5 Language Test about six weeks earlier than the critical norming date of October 23. Because of that we are interpolating the item norms, to give a more accurate picture of the level of achievement for students at that point in the school year.

The procedures used were as follows:

1) Determine the time period between the two critical norming dates for which empirical item norms exist:

Fall critical norming date = October 23
Spring critical norming date = May 2
Weeks of AISD school between dates = 22 weeks

2) Determine the percent of growth per week between the critical norming dates for each language skill area:

Skill Area	% Increase from Fall to Spring Norms	% Increase/Week (22 weeks)
CL	10%	.45 (10 ÷ 22)
PR	8%	.36 (8 ÷ 22)
VT	8%	.36 (8 ÷ 22)
SP	8%	.36 (8 ÷ 22)
CS	7%	.32 (7 ÷ 22)
OL	8%	.36 (8 ÷ 22)

3) Since we are testing six weeks earlier than the fall critical norming date, we should subtract six weeks' percentage from the fall item norms:

Skill Area	% Substracted from Fall Item Norms
CL	2.7 (.45 x 6 weeks)
PR	2.2 (.36 x 6 weeks)
VT	2.2 (.36 x 6 weeks)
SP	2.2 (.36 x 6 weeks)
CS	1.9 (.32 x 6 weeks)
OL	2.2 (.36 x 6 weeks)

Procedure Used to Calculate ITBS Level 5
Language Test Item Norms
Page 2

4) Determine the item averages for the AISD testing dates by subtracting the amounts in STEP #3 from the fall item norms:

Skill Area	Fall %	Subtract =	September Item Norm %
CL	67	2.7	64.3
PR	80	2.2	77.8
VT	74	2.2	71.8
SP	63	2.2	60.8
CS	82	1.9	80.1
OL	78	2.2	75.8

5) Calculate the number of items correct for the AISD fall item norms:

Skill Area	September % X	# Items in Area =	September # Correct	
CL	64.3	5	3.215	3/3.2
PR	77.8	5	3.890	4/3.9
VT	71.8	4	2.872	3/2.9
SP	60.8	5	3.040	3/3.0
CS	80.1	4	3.204	3/3.2
OL	75.8	6	4.548	5/4.5

Approved: ______________________________
Senior Evaluator, District Programs

KM:bw
cc: Freda Holley
Glynn Ligon

ATTACHMENT E-35

KINDERGARTEN PACKET FOR THE PREPARATION OF STUDENTS FOR THE ITBS

C

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

PACKET FOR THE PREPARATION OF STUDENTS FOR THE ITBS
(Kindergarten)

This packet contains materials to be used by ITBS test administrators for preparing students for testing.

You may arrange the presentation of these activities to best fit your school's schedule. However, please follow the order below and do not omit any item.

DOCUMENT NUMBER	TITLE	ESTIMATED TIME IN MINUTES
1	Introduction to Standardized Testing	2 - 5
2	Testwiseness	20 - 40
3	Being Prepared for Testing	2 - 5

Publication Number: 81.64

C1

INTRODUCTION TO STANDARDIZED TESTING

Notes to the teacher: This script is provided as a guide. Feel free to adapt the vocabulary for your students. You may choose to present the content of this introduction in another way. The main ideas, however, must be presented to all students.

MAIN IDEAS

1. We will soon be taking the ITBS.
2. The basic skills are listening, language, math, etc. - skills you use every day.
3. We take achievement tests to measure basic skills in a standard way.
4. It is important to try your best, but do not guess wildly.
5. Your ITBS scores will not affect your grades on your report card.
6. The test may cover some things you have not been taught yet. No one is expected to get all the answers right.

(Write the terms, "basic skills" and "achievement test" on the chalkboard.)

We will soon be taking an achievement test, called the IOWA TESTS OF BASIC SKILLS. That's ITBS for short. What are the basic skills, anyway? Does anyone know?

That's right. The basic skills we're talking about are the skills you use every day: listening, language, math, and so forth. These are the skills you need to do many of the things you want to do.

Why do we take achievement tests?

(Hold up a ruler.) What is this used for?

That's right, a ruler is used to measure things. Okay, I need a volunteer. (Receive or draft a volunteer. Measure the student's height.) ______________________ is ______________ tall. Suppose I knew that the average ______-grade student in Austin was _____ tall. What would that tell me about (your student)? Is (he/she) taller than average, shorter than average, or the same as the average?

Right. But what did I have to do to find that out?

That's right. I measured ________________________ with the same tool used to measure the other students.

Well, that's why we take standardized tests — to measure your basic skills in a way that is the same all over the country. Then, once your basic skills have been measured, I'll be able to teach you better, because I'll know where your skills need to improve and where your skills are already strong. And you and your parents will know, too!

(Ask a student in the class) How tall are you?

Are you always that tall? What about when you are standing up, but slumping?

What if you take this test, but don't really try your best? (Pause)

That's right. If you don't do your best, the test won't measure you right. That would be like slumping when you're measuring your height, wouldn't it? You, and your parents, and I wouldn't really know how you are doing on your basic skills, would we? Then what would happen? (Pause)

I would probably end up trying to teach you something you already know. Wouldn't that be boring? That's why it's important to do your very best.

What if you took the test and you took wild guesses on the ones you didn't know?

That would be like standing on your tiptoes to measure your height, wouldn't it? You might get a higher score, but it wouldn't be a good measure of your skills, would it? What would happen then? I would probably try to teach you things you're not ready for yet. That would be hard for you and me!

I want you to know that the score you make on the test, the ITBS, will not count into the grade you get on your report card. The test may cover things you haven't been taught, so probably no one will be able to get all the answers right. So just do your best, and that will be good enough.

C2

TESTWISENESS

Notes to the teacher: Testwiseness is defined as a student's ability to use the characteristics and formats of the test and/or the testing situation to achieve a higher score. Considerable research shows that students vary widely in testwiseness and that testwiseness, or lack of it, does affect standardized test scores. It is likely that a certain level of testwiseness must be present in a student in order for the ITBS or any other test to adequately measure that student's skills. Therefore, it is essential to see that fundamental testwiseness skills are taught to all AISD students.

A concerted effort is necessary to assure that all students in grades K-8 are taught these basic principles. It is very important that this information is effectively communicated to students, so that each student will have a fair chance to earn a test score which truly represents his or her abilities.

MAIN IDEAS

1. Pay attention to the directions and follow them.
2. Ask questions about anything you are not sure of (raise your hand).
3. Mark your answers properly.
   (1) Use a number 2 pencil that is not too sharp.
   (2) Fill in the whole oval.
   (3) Mark only one answer for each exercise.
   (4) Be sure to completely erase all unwanted answers.
   (5) Avoid stray marks.
   (6) Check your progress after every few exercises, to make sure you are still marking in the right place.
4. Use your time wisely.
   (1) Work as quickly and carefully as you can.
   (2) If you do not know the answer to an exercise, skip it and go to the next one.

5. Choosing an answer:
   (1) Learn to spot wrong answers, and choose from the other answers.
   (2) Avoid guessing unless you can spot at least one wrong answer to the exercise.

Your school's Building Test Coordinator has been provided the following scripts.

a) Using a Separate Answer Sheet -- for third and fourth graders.

b) Hints on Testwiseness -- for all students.

These scripts consist of activities designed to teach the testwiseness principles listed above, with a minimum of preparation on your part. However, you know your students. You know what will work for them and what will not. You be the judge of how to teach this information. Feel free to use all or any part (or none) of the scripts on testwiseness. Also remember, the ITBS calls test questions, "exercises."

C3

BEING PREPARED FOR TESTING

Notes to the teacher: This script is provided as a guide. Feel free to adapt the vocabulary for your students. You may choose to present the content of this talk in another way. The main ideas of the talk, however, must be presented to all students.

MAIN IDEAS

1. To do your best, you must be prepared.
2. To be prepared for the ITBS . . .
    - a. get plenty of rest.
    - b. eat a good breakfast.
    - c. be confident; think positive.

How many of you like to play sports?

Most of us do. How many of you like to win?

Of course. Most of us like to win, don't we? How many of you want to make a good score on the ITBS?

Of course you do. I would too. Making a good score on the ITBS is a little different from winning a game, though. To win a game, you have to play better than everyone else. To make a good score on the ITBS, you only have to compete with yourself, to make the best score you can make. If you make the best score you are able to make, then you're a winner on the ITBS.

What are some of the things you do to get yourself ready to win at sports? What helps you to do your best? (Receive answers and give hints, until the following points have been covered:

(1) Get a good night's sleep.
(2) Eat a good breakfast.
(3) Think positive; be confident.)

Well, these same three things will also help you to do your best on the ITBS, won't they? In fact, these three points will help us all do our best on anything we try. So remember, get a good night's sleep, eat a good breakfast, and think positive, and you will be ready to make the best score you can possibly make on the ITBS.

(You may wish to have the students make posters to illustrate these three readiness points.)

ATTACHMENT E-36

81.24 JUNIOR HIGH PRINCIPAL CHECKLIST

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

IOWA TESTS OF BASIC SKILLS
Spring, 1982

JUNIOR HIGH PRINCIPAL CHECKLIST

FEBRUARY 5

1. Confirm that the Building Test Coordinator has received the necessary materials on schedule.

2. To acquaint yourself with the testing procedures, read through your:

   . Teacher Checklist (A).
   . Guidelines for Test Administrators (B).
   . Packet for the Preparation of Students for the ITBS (C).
   . Script of the Directions for Administering the ITBS (F).
   . Building Test Coordinator Checklist.

3. If your school is giving the Practice Test, make sure the necessary aspects have been coordinated.

4. Questions or problems? Call ORE at 458-1227.

FEBRUARY 15

5. Make sure the Building Test Coordinator has everything occurring on schedule, has received all of the necessary ITBS materials, and has distributed all the necessary materials (except for the ITBS test booklets) to each teacher administering the ITBS. All teachers should have a schedule of your school's starting test times for each test day (in case the PA system breaks down).

6. Make sure that arrangements to supervise the exempt special education students have been made.

FEBRUARY 16-18

7. Be present in the building while the ITBS is being administered. Make sure that everything is going smoothly.

AFTER THE TESTING ON FEBRUARY 18

8. Make sure all aspects of the make-up testing have been coordinated.

AFTER THE ITBS MAKE-UP TESTING

9. Confirm that the Special Circumstances Logs (D) have been processed and filed in a permanent location.

10. Timely reporting of information, scores, and statistics by ORE is dependent on the timely return of all testing materials by each school. Please make sure all testing materials will be forwarded to ORE on schedule. ALL ANSWER SHEETS ARE DUE AT ORE BY 1:00 P.M., FRIDAY, FEBRUARY 26.

11. Your thoughts are welcome! We want to hear your ideas or comments concerning any aspect of the ITBS testing process. Send us a note or give us a call at 458-1227.

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AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

IOWA TESTS OF BASIC SKILLS
Spring, 1982

ELEMENTARY PRINCIPAL CHECKLIST

WEEK OF APRIL 5-8

1. Confirm that the Building Test Coordinator has received the necessary materials on schedule.

2. To acquaint yourself with the testing procedures, read through the ITBS materials the Building Test Coordinator gave you.

3. Make sure the necessary aspects of the practice testing have been coordinated. (The Practice Test is required only in Grades K-2. The Practice Test is recommended for students in grades 3-6 who are new to AISD.)

4. (Optional) At a faculty meeting, show the filmstrip on Administering the ITBS in AISD.

(Questions or problems? Call ORE at 458-1227.)

WEEK OF APRIL 13-16

5. Make sure the Building Test Coordinator has everything occurring on schedule, has received all of the necessary ITBS materials, and has distributed all the necessary materials (except for the ITBS test booklets) to each teacher administering the ITBS.

6. Make sure that arrangements to supervise the exempt special education students have been made.

APRIL 20, 21, AND 22

7. Be present in the building while the ITBS is being administered. Make sure everything is going smoothly.

AFTER THE TESTING ON APRIL 22

8. Confirm that all aspects of the make-up testing have been coordinated.

BY 2:00 ON FRIDAY, APRIL 23

9. Timely reporting of information, scores, and statistics by ORE is dependent on the timely return of all testing materials by each school. Please make sure all completed Grades K-2 test booklets and all completed Grades 3-6 answer sheets will be delivered to the area collection point by 2:00 p.m., Friday, April 23.

AFTER THE ITBS MAKE-UP TESTING

10. Confirm that the Special Circumstances Logs (D) have been processed and filed in a permanent location.

BY 2:00 ON FRIDAY, APRIL 30

11. Make sure that all Levels 5, 7, and 8 test booklets and all Levels 9-13 answer sheets from the make-up testing are delivered to the area collection point by 2:00 p.m., Friday, April 30.

12. Your thoughts are welcome! Write any ideas or comments concerning this checklist or any aspect of the ITBS testing process on the back of this page.

13. Please return this checklist to the Building Test Coordinator by 2:00 p.m., April 30.

ATTACHMENT E-38

JUNIOR HIGH BTC CHECKLIST

382

IOWA TESTS OF BASIC SKILLS
Spring, 1982

JUNIOR HIGH BUILDING TEST COORDINATOR CHECKLIST

WEEK OF FEBRUARY 1-5

1. Inventory materials received from ORE. You must have at least one:
   - Set of prerecorded ITBS Testing Tapes - 3 tapes (one for each test day) plus one typed script.
   - Principal Checklist.
   - Teacher Checklist (A) for each teacher, yourself, and the principal.
   - Guidelines for Test Administrators (B) for each teacher, yourself, and the principal.
   - Packet for the Preparation of Students for the ITBS (C) for each teacher, yourself, and the principal.
   - Special Circumstances Log (D) for each teacher.
   - Script of the Directions for Administering the ITBS (F) for each teacher and the principal.
   - Materials Check Out/In Sheet.
   - Set of three "Stack Sheets."
   - "Reminder of Monitors" signs to post in the appropriate places.

   (If more materials are needed, call Rick Battaile at 458-1227.)

2. Obtain adequate blank scratch paper to distribute to each teacher for the math sections of the ITBS.

3. Obtain one reel-to-reel tape recorder able to play tapes at a speed of 3 3/4 inches per second (i.p.s.). You must have one empty ("take-up") 7" reel. Test the PA system by playing part of an ITBS testing tape and having some teachers stationed in different classrooms to check the sound level.

WEEK OF FEBRUARY 8-12

4. To each teacher administering the ITBS, give one:
   - Teacher Checklist (A).
   - Guidelines for Test Administrators (B).
   - Packet for the Preparation of Students for the ITBS (C).
   - Special Circumstances Log (D).
   - Script of the Directions for Administering the ITBS (F).

5. Receive the ITBS Answer Sheets (preslugged and blank) with your school's regular warehouse delivery.

FRIDAY, FEBRUARY 12

6. Receive the ITBS test booklets. You must receive one ITBS test booklet for each student, each teacher, and yourself. (Total received:________)

7. Put all the ITBS test booklets in a secure place.

8. Distribute to each teacher:
   - One ITBS answer sheet for each student, either preslugged or blank.
   - Plenty of blank scratch paper for the math sections.
   - A schedule of starting test times. (This is a sheet that you make so the teachers are aware when the ITBS testing tape should begin playing.)

MORNING OF FEBRUARY 16

9. Noting the exact amount on the Materials Check Out/In Sheet, give each teacher one ITBS test booklet for each student and one for the teacher.

DURING THE ITBS TEST

10. Be at the "PA room" to make sure the ITBS Testing Tape is played properly at the scheduled times. Be prepared to take over the testing should the ITBS Testing Tape malfunction.

AFTER THE TESTING ON FEBRUARY 18

11. Collect and check in all ITBS test materials. Each teacher must return all materials described in Item 27 on the Teacher Checklist (A). BE SURE YOU RECEIVE EVERY ITBS TEST BOOKLET.

12. Destroy all the scratch paper used during the ITBS.

13. Put Stacks 1 and 2 in a secure place until delivery to ORE. (These stacks should contain no blank answer sheets.) Keep Stack 3 accessible for use during the make-up testing. From Stack 3, destroy all the ITBS answer sheets that have an "X" marked on them.

14. Package most of the ITBS test booklets for inspection by ORE personnel. Please package 60 ITBS test booklets per box using the original boxes. BE SURE YOU KEEP ENOUGH ITBS TEST BOOKLETS NOT PACKAGED SO THAT EVERYONE WHO MAY BE TESTED AT THE MAKE-UP TESTING WILL HAVE ONE.

15. ORE personnel will come to your school to inspect and verify the number of ITBS test booklets in each box on Monday, February 22.

AFTER THE MAKE-UP TESTING

16. Collect all the ITBS test booklets used during the make-up testing. Make sure there are no marks or writing in them (check the math sections in particular). Package them and place with the rest of the ITBS test booklets.

17. Destroy all the scratch paper used during the ITBS make-up testing.

18. Divide the answer sheets from the make-up testing into 3 stacks, just as they were divided after the regular ITBS testing. Combine each stack with the appropriate stack from the regular testing, then place the proper "Stack Sheet" on top.

19. Review the Special Circumstances Logs (D) turned in to you. Discuss any questions with teachers, then fill in the appropriate Special Circumstances bubble(s) on page 1 of the ITBS answer sheets. File the Special Circumstances Logs (D) in the school office.

20. On Friday, February 26, AISD personnel will pick up:

    . All ITBS test booklets.
    . All Teacher Checklists (A).
    . All Packets for the Preparation of Students for the ITBS (C).
    . All Scripts of the Directions for Administering the ITBS (F).
    . One set of ITBS testing tapes - 3 tapes plus one typed script.
    . The Materials Check Out/In Sheet.

    Note: All materials except the ITBS test booklets may be put in the same box for pickup.

21. Your thoughts are welcome! Write down any ideas or comments concerning this checklist or any aspect of the ITBS testing process and bring them to ORE when you deliver the answer sheets.

22. BY 1:00 P.M., FRIDAY, FEBRUARY 26, DELIVER TO ORE:

    . ALL 3 STACKS OF ITBS ANSWER SHEETS.

Thanks!!!

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ITBS TEACHER TIME SHEET

	TEST	STARTING TIME		TESTING TIME		FINISHING TIME
EXAMPLE:	Reference Materials	10 :38 :26 hour minutes seconds	+	25:00 minutes	=	11 :03 :26
Day 1	Vocabulary	: :	+	15:00 minutes	=	: :
	Reading Comprehension	: :	+	42:00 minutes	=	: :
	Spelling	: :	+	12:00 minutes	=	: :
	Capitalization	: :	+	12:00 minutes	=	: :
Day 2	Punctuation	: :	+	14:00 minutes	=	: :
	Usage	: :	+	14:00 minutes	=	: :
	Visual Materials	: :	+	40:00 minutes	=	: :
	Reference Materials	: :	+	25:00 minutes	=	: :
Day 3	Math Concepts	: :	+	25:00 minutes	=	: :
	Problem Solving	: :	+	25:00 minutes	=	: :
	Computation	: :	+	20:00 minutes	=	: :

Write any comments you have about this testing on the back.

81.24

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Page ____ of ____

JUNIOR HIGH BUILDING TEST COORDINATOR MATERIALS CHECK OUT/IN SHEET

ITBS - FEBRUARY, 1982

JUNIOR HIGH BTC MATERIALS CHECK OUT/IN SHEET

ATTACHMENT E-39

Teacher	GRADE	*Distribute a week before the testing*																*Distribute two days before the testing*							*Distribute on first test day*	
		Practice Test Booklets				(If applicable)		Practice Test Time Sheet	Teacher Checklist A		Guidelines B	ITBS Preparation Packet C		Special Circumstances Log D		Script of the Directions F		ITBS Answer Sheets					Scratch Paper		ITBS Test Booklets	
		Reading/ Language Pages 1-4		Math/Work Study Skills Pages 5-8		Practice Test Answer Sheets												Pre-Slugged	Blank	Stack 1	Stack 2	Stack 3				
		√Out	√In	√Out	√In	√Out	√In	√Out	√Out	√In	√Out	√Out	√In	√Out	√In	√Out	√In	√Out	√Out	√In	√In	√In	√Out	√In	√Out	√In

ATTACHMENT E-40

JUNIOR HIGH TEACHER CHECKLIST

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

A

IOWA TESTS OF BASIC SKILLS
Spring, 1982

JUNIOR HIGH TEACHER CHECKLIST

WEEK OF FEBRUARY 8-12

1. From the Building Test Coordinator, obtain one:
    - Guidelines for Test Administrators (B).
    - Packet for the Preparation of Students for the ITBS (C).
    - Special Circumstances Log (D).
    - Script of the Directions for Administering the ITBS (F).
2. Identify students exempt from testing. The Building Test Coordinator and Principal have received information for determining who can be exempted.
3. Begin following the Packet for the Preparation of Students for the ITBS (C).

FRIDAY, FEBRUARY 12

4. From the Building Test Coordinator, obtain:
    - All the preslugged answer sheets for your students. If you receive more than one preslugged ITBS answer sheet for a single student, determine which one is more correct. On the less correct one, mark a big "X" across the entire sheet so that it cannot accidentally be used. Save it to return to the Building Test Coordinator later.
    - Enough blank ITBS answer sheets for the rest of the students in your class.
    - Plenty of blank scratch paper for the math sections.
    - A schedule of starting test times.
5. Check each preslugged answer sheet for correctly coded:
    - Student name and number.
    - School name and number.
    - Grade level, test form (Form 7), and teacher number.

    (If incorrect, do not attempt to change preslugged information. At the top of the answer sheet, note which information is incorrect and supply the correct information. ORE will correct the answer sheet later.)
6. Fill in needed blank ITBS answer sheets. The following six information areas MUST be filled out and BUBBLED IN with a #2 pencil before the testing:
    1. Student name.
    2. Student number.
    3. School number.
    4. Grade level.
    5. Test form (Form 7).
    6. Teacher number. (Put this three digit number in the last three columns to the right.)
7. Obtain a watch or clock with a second hand.
8. Arrange for exempt students who will not be tested to be supervised during the testing.

TUESDAY MORNING, FEBRUARY 16

9. From the Building Test Coordinator, personally obtain one ITBS test booklet for each student and yourself. (Number obtained: __________)

PRIOR TO EACH DAY [illegible] ITBS TESTING

10. Remove or cover any bulletin board displays or other displays of information that would aid students during the testing.

11. Spread students' chairs as far apart as possible.

12. Make sure each student has a #2 pencil. (Blunt pencils work best.) You should also have some extras.

13. Have a watch or clock with a second hand.

DURING THE ITBS TESTING

14. Record the starting time of each section on your Teacher Time Sheet (page 4 of this checklist). Be prepared to take over the testing (using the Script or the Directions for Administering the ITBS (F)) should the PA system malfunction. If that occurs, allow students exactly the time allotted for each section.

15. You may repeat test directions if students do not understand what they are supposed to do.

16. Move quietly around the room after each set of directions to observe whether students are following them correctly. Make sure students start marking their answers in the correct place on the answer sheet.

17. Stress that the students not write in the ITBS test booklets.

18. Tell the students to check quietly back over their work, in that test section only, if they finish early. Remind the students to go back and complete any exercises that they left unanswered (in that test section only).

19. Record unusual student behavior on your Special Circumstances Log (D). This log is not to be used for students who cheat. If you see cheating, take up the student's answer sheet and do not return it until the next test begins. Erase all bubbled-in answers for the test in question. The student will either take that test again during the make-up testing, or will simply not receive a score for that part of the test.

NOTE: If your knowledge leads you to believe that an attempt to take up the paper will cause a disturbance in the middle of the testing, you may let the student continue working, erase the answers for that test later, and include the student on the list of students to be tested during the make-up testing.

20. Please,:

- . DO NOT let students flip ahead in the test booklet.
- . DO NOT let students start working while instructions are being given, or work past the time limit.
- . DO NOT rephrase a test question, explain what a word in a test question means, or read test items to students.
- . DO NOT eat or drink around the ITBS test booklets or ITBS answer sheets.
- . DO NOT use paper clips or rubber bands on the answer sheets.

As in last year's ITBS administration, ORE will randomly monitor the testing in different classrooms. If someone comes to your classroom, the monitor will simply sit in the back of the room and observe. Information collected is for use in improving the testing program districtwide, not for evaluation of your individual performance.

AFTER EACH DAY'S TESTING

21. Collect all the ITBS materials. Make sure you have received all of the:

	Day 1	Day 2	Day 3
. ITBS test booklets (Number received:	______	______	______)
. Answer sheets (Number received:	______	______	______)
. Scratch paper			

22. Erase marks in the ITBS test booklets from today's sections. (Check the math sections in particular.)

23. Make sure that no one has the opportunity to change or otherwise falsify responses to test items.

24. Lock all materials in a secure place.

AFTER THE TESTING ON FEBRUARY 18

25. Examine the answer sheets for any stray marks and erase them.

26. Separate the answer sheets into 3 stacks:

Stack 1 - Preslugged answer sheets for students who took every test. This stack must contain only answer sheets on which all the preslugged information is correct.

Stack 2 - All nonpreslugged answer sheets for students who took every test. This stack also includes any preslugged answer sheets (for students who took every test) which contain incorrect preslugged information.

Stack 3 - All incomplete answer sheets and unused answer sheets. This includes answer sheets for students who took only part or none of the tests. This stack also includes duplicate answer sheets that you marked with a large "X."

27. Collect all materials for delivery to the Building Test Coordinator:

- Every ITBS test booklet.
- All 3 stacks of answer sheets.
- This Teacher Checklist (A).
- One Packet for the Preparation of Students for the ITBS (C).
- Your completed Special Circumstances Log (D).
- One Script of the Directions for Administering the ITBS (F).
- The scratch paper used during the ITBS.

28. Your thoughts are welcome! Write any ideas or comments concerning this checklist or any aspect of the ITBS testing process at the bottom of the Teacher Time Sheet.

29. Deliver all materials to the Building Test Coordinator.

ITBS TEACHER TIME SHEET

	TEST	STARTING TIME	TESTING TIME	FINISHING TIME
EXAMPLE:	Reference Materials	10 :38 :26 hour minutes seconds	+ 25:00 minutes =	11 :03 :26
Day 1	Vocabulary	___ : ___ : ___	+ 15:00 minutes =	___ : ___ : ___
	Reading Comprehension	___ : ___ : ___	+ 42:00 minutes =	___ : ___ : ___
	Spelling	___ : ___ : ___	+ 12:00 minutes =	___ : ___ : ___
	Capitalization	___ : ___ : ___	+ 12:00 minutes =	___ : ___ : ___
Day 2	Punctuation	___ : ___ : ___	+ 14:00 minutes =	___ : ___ : ___
	Usage	___ : ___ : ___	+ 14:00 minutes =	___ : ___ : ___
	Visual Materials	___ : ___ : ___	+ 40:00 minutes =	___ : ___ : ___
	Reference Materials	___ : ___ : ___	+ 25:00 minutes =	___ : ___ : ___
Day 3	Math Concepts	___ : ___ : ___	+ 25:00 minutes =	___ : ___ : ___
	Problem Solving	___ : ___ : ___	+ 25:00 minutes =	___ : ___ : ___
	Computation	___ : ___ : ___	+ 20:00 minutes =	___ : ___ : ___

ATTACHMENT E-41

ELEMENTARY BTC CHECKLIST

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

IOWA TESTS OF BASIC SKILLS

Spring, 1982

ITBS ELEMENTARY BUILDING TEST COORDINATOR CHECKLIST

WEEK OF APRIL 5-8

1. Inventory materials received from ORE. You should have the following materials for the respective personnel:

A. For the Principal, one:
- "Giving the ITBS in AISD, Grades 1-6" filmstrip and script
- Elementary Principal Checklist
- Building Test Coordinator Checklist
- Teacher Checklist (A) (K, 1 and 2, 3-6)
- Guidelines for Test Administrators (B)
- Packet for the Preparation of Students for the ITBS (C) (K, 1 and 2, 3-6)
- Modifications of the Directions for Administering the ITBS (F) (K, 1 and 2, 3-6)

B. For each teacher, one:
- ITBS Teacher's Guide
- Teacher Checklist (A)
- Guidelines for Test Administrators (B)
- Packet for the Preparation of Students for the ITBS (C)
- Special Circumstances Log (D)
- Modifications of the Directions for Administering the ITBS (F)

C. Each kindergarten teacher also needs one cardboard marker for each of the teacher's students and the teacher.

D. Each first- or second-grade teacher also needs one Grades 1 and 2 Practice Test for each of the teacher's students.

E. Each grades 3-6 teacher who will administer the Practice Test also needs:
- One Grades 3-8 Practice Test Teacher Time Sheet
- One Grades 3-8 Language Arts Practice Test or Grades 3-8 Math/Work-Study Skills Practice Test, and one Practice Test answer sheet for each of their students who will take the Practice Test

NOTE: The Level X Practice Test answer sheet is for all third graders and those fourth graders who will take Level 9 of the ITBS. The Level Y answer sheet is for all other students in grades 4-6.

(The Practice Test is required in grades K-3 only. The Practice Test is recommended for students in grades 4-6 who are new to AISD. The Practice Test for kindergarten is contained in the actual ITBS Level 5 test booklet.)

F. For yourself, one:
  - . Teacher Checklist (A) (K, 1 and 2, 3-6)
  - . Guidelines for Test Administrators (B)
  - . Packet for the Preparation of Students for the ITBS (C) (K, 1 and 2, 3-6)
  - . Special Circumstances Log (D) (for you to use during the make-up testing)
  - . Modifications of the Directions for Administering the ITBS (F) (K, 1 and 2, 3-6)
  - . Grades 1 and 2 Practice Test
  - . Grades 3-8 Practice Test (one of each subject)
  - . Guidelines for Assigning ITBS Test Levels (for students in grades 4-6)
  - . Grades K-2 Materials Check-Out/In Sheet
  - . Grades 3-6 Materials Check-Out/In Sheet
  - . Pointers for Functional Level Testing and Use of Multilevel Booklets in Grades 3-6
  - . Error on the ITBS

You also have two copies of the Participation in Standardized Testing by Special Education Students listing, and several copies of each of the following (to make available to your teachers):
  - . Hints for Testing LEP students
  - . Using a Separate Answer Sheet (for third and fourth graders) (C2a)
  - . Hints On Testwiseness (for all students) (C2b)

In addition, you have two Reminder of Monitor sheets, to place in appropriate locations, and ITBS stacking sheets for answer sheets and booklets.

(If more materials are needed, call Rick Battaile at 458-1227.)

2. Obtain adequate blank scratch paper to distribute to each teacher for the math sections of the ITBS.

3. Distribute materials to the respective personnel as indicated in #1 (except the cardboard markers).

4. Mail to ORE one UPDATED copy of the Participation in Standardized Testing by Special Education Students listing.

WEEK OF APRIL 13-16

5. With your school's regular warehouse delivery, you will receive:
   - . Preslugged ITBS answer sheets for students in grades 3-6
   - . Blank ITBS answer sheets for each level
   - . A Master List of Students to Take the ITBS, Grades K-2 (plus an attached carbon copy) for yourself. Do not separate the two copies.

6. The Practice Test should be administered this week in grades 1-6. After the Practice Test has been given:
   - . Collect all unused Grades 1 and 2 Practice Tests (the teachers will destroy their used Practice Tests)
   - . Collect all Grades 3-8 Practice Test booklets and all used and unused Practice Test answer sheets
   - . Destroy all used Practice Test answer sheets
   - . Store all Practice Test materials in a secure place until they are picked up with the regular ITBS test booklets on May 3

7. Plan the make-up testing to ensure that each group of students taking Levels 5, 7, 8, or 9-13 will have a location to take the ITBS.

8. Distribute to each third-, fourth-, fifth-, or sixth-grade teacher, all the preslugged ITBS answer sheets for that teacher's students.

FRIDAY, APRIL 16

9. Receive more materials from ORE. You should receive:

   A.
   - . Level 5 ITBS test booklets
   - . One set of printed Level 5 test booklet labels for each kindergarten teacher
   - . Extra (blank) Level 5 test booklet labels

   B.
   - . One box of Level 7 ITBS test booklets, precoded with student identifying information, for each first-grade teacher
   - . One box of Level 8 ITBS test booklets, precoded with student identifying information, for each second-grade teacher
   - . One box of Level 7 and Level 8 test booklets, precoded with student identifying information, containing the test booklets of students the computer files listed as "teacher unknown"
   - . Extra (blank) Level 7 and Level 8 test booklets

   C.
   - . One Levels 9-14 ITBS test booklet for each student in grades 3-6

   IMPORTANT: Please open the boxes of test booklets carefully and save them so that you may repackage the booklets in them for return to ORE.

   (If you need additional test booklets, call Rick Battaile at 458-1227.)

10. Put the Level 7 and Level 8 test booklets that you received in the "teacher unknown" box into the box of test booklets for the appropriate class.

11. PUT ALL THE ITBS BOOKLETS IN A SECURE PLACE.

12. Distribute to each third-, fourth-, fifth-, and sixth-grade teacher:
    - . One blank ITBS answer sheet for any student who does not have a preslugged answer sheet (Be sure you give the teachers blank answer sheets of the correct ITBS levels for their students.)
    - . Plenty of scratch paper for the math sections of the ITBS

MONDAY, APRIL 19

13. Recording the exact quantities on the Grades K-2 Materials Check-Out/In Sheet, give each:

    A. Kindergarten teacher:
    - . One ITBS Level 5 test booklet for each student and the teacher
    - . The appropriate Level 5 test booklet labels
    - . Several blank Level 5 test booklet labels
    - . One cardboard marker for each student and the teacher

    B. First- or second-grade teacher:
    - . The appropriate box of Level 7 (grade 1) or Level 8 (grade 2) test booklets
    - . Several blank ITBS booklets (of the appropriate level)
    - . Enough scratch paper for the math sections of the ITBS

14. Confirm that arrangements have been made for the supervision of exempt students not being tested.

TUESDAY MORNING, APRIL 20

15. Recording the exact amounts on the Grades 3-6 Materials Check-Out/In Sheet, give each third-, fourth-, fifth-, or sixth-grade teacher one Levels 9-14 ITBS test booklet for each student who will be taking the ITBS.

THURSDAY AFTERNOON, APRIL 22

16. Collect and check in ALL ITBS materials. Record the amounts on the appropriate Materials Check-Out/In Sheet.

A. Each kindergarten, first-, or second-grade teacher must return to you:
- One ITBS Teacher's Guide
- Three stacks of test booklets:

STACK 1 - Test booklets of students who took every test. (These students will not need to take any of the make-up tests.)
(Stack 1 for grades 1 and 2 should be in the box in which the teacher received the test booklets.)
STACK 2 - Incomplete test booklets and unused test booklets of students in the class. (These students will possibly take one or more make-up tests.)
STACK 3 - All test booklets that are completely blank (the front covers of the booklets and the inside pages are completely blank) and any precoded test booklets the teacher received for students who had withdrawn from the class.

YOU MUST RECEIVE EVERY ITBS TEST BOOKLET.

- A Teacher Checklist (A)
- One Packet for the Preparation of Students for the ITBS (C)
- The completed Special Circumstances Log (D)
- One Modifications of the Directions for Administering the ITBS (F)
- All used scratch paper (grades 1 and 2)

B. Each third-, fourth-, fifth-, or sixth-grade teacher must return to you:
- One ITBS Teacher's Guide
- All ITBS test booklets (YOU MUST RECEIVE EVERY ITBS TEST BOOKLET)
- 3 stacks of answer sheets:

STACK 1 - Preslugged answer sheets for students who took every test. This stack must contain only answer sheets on which all the preslugged information is correct.
STACK 2 - All nonpreslugged answer sheets for students who took every test. This stack also includes any preslugged answer sheets (for students who took every test) which contain incorrect preslugged information.
STACK 3 - All incomplete answer sheets and unused answer sheets. This includes all answer sheets for students who took none or only some of the tests. This stack also includes duplicate answer sheets that the teacher marked with a large "X."

- A Teacher Checklist (A)
- One Packet for the Preparation of Students for the ITBS (C)
- The completed Special Circumstances Log (D)
- One Modifications of the Directions for Administering the ITBS (F)
- All used scratch paper

17. Destroy all scratch paper used during the ITBS.

18. Prepare the Stack 1 Levels 5, 7, and 8 test booklets for delivery to your school's area collection point. The Levels 7 and 8 test booklets should be in the original boxes. Keep the Stack 2 and Stack 3 Levels 5, 7, and 8 test booklets for use during the make-up testing.

NOTE: Keep different level test booklets separate from each other.

19. Prepare the Levels 9-13 Stack 1 and Stack 2 answer sheets for delivery to your school's area collection point, using the stacking sheets provided. These stacks should contain no blank answer sheets. Keep Stack 3 for use during the make-up testing.

NOTE: You may mix different levels of ITBS answer sheets within stacks.

20. Review the Special Circumstances Logs (D) turned in to you. Discuss any questions concerning these special circumstances with the appropriate teacher. For special circumstances in:

    A. Grades K-2: Check the appropriate space(s) by the student's name on both copies of the Master List of Students to Take the ITBS, Grades K-2. Be sure that each mark you make is recorded on the carbon copy.

    B. Grades 3-6: Fill in the appropriate "Special Circumstances" bubble(s) on page 1 of the student's answer sheet.

IMPORTANT: Special Circumstances for grades K-2 and grades 3-6 must be marked prior to delivery of the answer sheets and booklets to the area collection point on Friday, April 23!

21. Package most of the Levels 9-14 ITBS test booklets. Please package 60 ITBS test booklets per box using the original boxes. The test booklets must be alternately stacked in order to get 60 in a box. BE SURE YOU KEEP ENOUGH ITBS TEST BOOKLETS NOT PACKAGED SO THAT EVERYONE WHO MAY BE TESTED AT THE MAKE-UP TESTING WILL HAVE ONE. Seal the boxes, then initial the "Testing Materials" label on each box.

    NOTE: Please keep defective booklets separate from the other booklets, and bring them to the area collection point with the make-up materials.

22. From the Levels 9-13 Stack 3 answer sheets, destroy any answer sheets that have an "X" marked on them.

FRIDAY, APRIL 23

23. DELIVER THE FOLLOWING MATERIALS TO THE AREA COLLECTION POINT BETWEEN 11:00 A.M. AND 2:00 P.M., FRIDAY, APRIL 23:

    - The Level 5 Stack 1 test booklets
    - The Level 7 Stack 1 test booklets
    - The Level 8 Stack 1 test booklets
    - The Levels 9-13 answer sheets - Stacks 1 and 2
    - Your remaining copy of the UPDATED Participation in Standardized Testing by Special Education Students listing

WEEK OF APRIL 26-30

24. Administer the make-up tests to all students who did not take every test during the regular testing. Use your Special Circumstances Log (D) to record unusual student behavior.

AFTER THE MAKE-UP TESTING

25. Destroy all the scratch paper used during the make-up testing.

26. Erase any marks or writing in the Levels 9-14 test booklets used for the make-up testing. Check the math sections in particular.

27. Look through the Levels 5, 7, and 8 test booklets used in the make-up testing and erase any stray marks the students made.

28. Review the Special Circumstances Log (D) from the make-up testing. For students in grades K-2, check the appropriate Special Circumstances space(s) on your remaining copy of the Master List of Students to Take the ITBS, Grades K-2. Fill in the appropriate Special Circumstances bubble(s) on page 1 of the Levels 9-13 answer sheets for students in grades 3-6.

29. Keeping the different levels separate, divide the Levels 5, 7, and 8 test booklets into 2 stacks:
    - . STACK 2 - All test booklets of students who took at least one test
    - . STACK 3 - All test booklets that were not used to take any part of the ITBS (only test booklets that will not need to be scored should be in Stack 3)

30. Divide the Levels 9-13 answer sheets into 3 stacks, just as they were divided after the regular testing.

31. File all of the Special Circumstances Logs (D) in a permanent location in the school office.

32. Your thoughts are welcome! Write any ideas of comments concerning this checklist or any aspect of the ITBS testing process on a sheet of paper and attach it to this checklist.

33. Collect the following materials to be picked up on the morning of May 3:
    - . All ITBS Levels 9-14 test booklets
    - . All Practice Test materials
    - . All Teacher Checklists (A) (K, 1 and 2, 3-6)
    - . All Packets for the Preparation of Students for the ITBS (C) (K, 1 and 2, 3-6)
    - . All Using a Separate Answer Sheet (C2a)
    - . All Hints on Testwiseness (C2b)
    - . All Modifications of the Directions for Administering the ITBS (F) (K, 1 and 2, 3-6)
    - . The Principal Checklist
    - . The "Giving the ITBS in AISD, Grades 1-6" filmstrip and script

    (Except for the test booklets, these materials may be put in one box for pickup.)

FRIDAY, APRIL 30

34. DELIVER THE FOLLOWING MATERIALS TO THE AREA COLLECTION POINT BETWEEN 11:00 A.M. AND 2:00 P.M., FRIDAY, APRIL 30:
    - . Any defective Levels 9-14 test booklets
    - . All Level 5 Stack 2 and Stack 3 test booklets
    - . All Level 7 Stack 2 and Stack 3 test booklets
    - . All Level 8 Stack 2 and Stack 3 test booklets
    - . The Master List of Students to Take the ITBS, Grades K-2
    - . All 3 stacks of Levels 9-13 answer sheets

    EVERY used Levels 5, 7, and 8 test booklet must be received by ORE no later than 2:00 p.m., April 30!

MONDAY, MAY 3

35. In the morning, AISD personnel will pick up all materials listed in #33 and this Building Test Coordinator Checklist.

    Thanks!

ATTACHMENT E-41
(Continued, page 7 of 7)

AREA COLLECTION SITES FOR ITBS TEST MATERIALS

AREA:	SOUTH	EAST	CENTRAL	NORTH	NORTH CENTRAL
SITE:	ST. ELMO	SIMS	BRYKER WOODS	WOOTEN	[illegible]
	BARTON HILLS	ALLAN	BRYKER WOODS	BARRINGTON	ANDREWS
	BECKER	ALLISON	CASIS	COOK	BRENTWOOD
	CUNNINGHAM	BLACKSHEAR	HIGHLAND PARK	DOSS	BROWN
	DAWSON	BLANTON	LEE	GRAHAM	GULLETT
	HOUSTON	BROOKE	MAPLEWOOD	HILL	HARRIS
	JOSLIN	CAMPBELL	MATHEWS	PILLOW	REILLY
	LANGFORD	GOVALLE	PEASE	READ	RIDGETOP
	LINDER	METZ	ROSEDALE	SUMMITT	WEBB
	MENCHACA	NORMAN		WALNUT CREEK	WINN
	OAK HILL	OAK SPRINGS		WOOLDRIDGE	
	ODOM	ORTEGA		WOOTEN	
	PLEASANT HILL	PECAN SPRINGS			
	ST. ELMO	ROSEWOOD			
	SUNSET VALLEY	SANCHEZ			
	TRAVIS HEIGHTS	SIMS			
	WILLIAMS	ZAVALA			
	ZILKER				

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

DATES TO REMEMBER
Elementary ITBS Administration
Spring, 1982

APRIL 5 - 8: Receive from ORE with regular warehouse delivery...

- Practice test materials
- ITBS Teacher's Guides
- Checklists and other handouts

APRIL 5 - 8:

- Show the filmstrip at a faculty meeting (optional).

APRIL 8: Mail to ORE...

- One updated copy of the Participation in Standardized Testing by Special Education Students listing

APRIL 13 - 16:

- Administer the ITBS practice test.

APRIL 13 - 16: Receive from ORE with regular warehouse delivery...

- Preslugged ITBS answer sheets (grades 3-6)
- Blank ITBS answer sheets (grades 3-6)
- Master List of Students to Take the ITBS, Grades K-2

APRIL 16: Receive from ORE...

- ITBS Level 5 test booklets, preprinted labels, and blank labels
- ITBS Level 7 and Level 8 test booklets
- ITBS Levels 9-14 test booklets

APRIL 20 - 22:

- Administer the ITBS.

APRIL 23: Deliver to the Collection Site between 11 a.m. and 2:00 p.m....

- ITBS Level 5 Stack 1 test booklets
- ITBS Levels 7 and 8 Stack 1 test booklets (in boxes)
- ITBS Levels 9-13 Stacks 1 and 2 answer sheets
- One updated copy of the Participation in Standardized Testing by Special Education Students listing
- One copy of the Master List of Students to Take the ITBS, Grades K-2

APRIL 23 - 30:

- Administer the ITBS make-ups.

APRIL 30: Deliver to the Collection Site between 11 a.m. and 2:00 p.m....

- ITBS Level 5 Stacks 2 and 3 test booklets
- ITBS Levels 7 and 8 Stacks 2 and 3 test booklets
- ITBS Levels 9-13 Stacks 1, 2, and 3 answer sheets
- One copy of the Master List of Students to Take the ITBS, Grades K-2

May 3: AISD personnel will pick up...

- ITBS Levels 9-14 test booklets
- ITBS practice test materials
- ITBS Teacher's Guides
- Checklists and other handouts

ATTACHMENT E-43

KINDERGARTEN TEACHER CHECKLIST

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

A

IOWA TESTS OF BASIC SKILLS
Spring, 1982

ITBS KINDERGARTEN TEACHER CHECKLIST

WEEK OF APRIL 5-8

1. From the Building Test Coordinator, obtain one of each of the following:

   - ITBS Levels 5 and 6 Teacher's Guide
   - Guidelines for Test Administrators (B)
   - Packet for the Preparation of Students for the ITBS - Kindergarten (C)
   - Special Circumstances Log (D)
   - Modifications of the Directions for Administering the ITBS - Kindergarten (F).

   NOTE: Do not let students pick up or deliver any ITBS materials.

2. Identify students exempt from testing. The Building Test Coordinator and Principal have received information for determining who can be exempted.

WEEK OF APRIL 13-16

3. Begin following the Packet for the Preparation of Students for the ITBS - Kindergarten (C).

4. Arrange for exempt students who will not be tested to be supervised during the testing.

5. Obtain a watch or clock.

6. Questions or problems? Ask your Building Test Coordinator or call ORE (458-1227).

MONDAY, APRIL 19

7. From the Building Test Coordinator, obtain:

   - One ITBS Level 5 test booklet and one cardboard marker for each student and yourself.
   - The ITBS Level 5 test booklet labels for your students, and an extra (blank) label for any student who did not receive a printed label.

   (Total number of test booklets obtained: _________)

   KEEP ALL ITBS TEST BOOKLETS LOCKED IN A SECURE PLACE.

8. Examine the ITBS Level 5 test booklet labels that already have identifying information printed on them and correct any errors in the information. (Discard any labels for students who have withdrawn from your class.) Fill out a blank label for each student who did not receive a printed label (be sure to include your teacher code). Place one label on the front cover of each ITBS Level 5 test booklet, over the "Pupil's name," "School," and "Grade" blanks.

PRIOR TO EACH DAY'S ITBS TESTING

9. Remove or cover any bulletin board displays or other displays of information that would aid students during the testing.

10. Spread students' chairs as far apart as possible.

11. Make sure each student has a #2 pencil (blunt pencils work best).

12. Have a watch or clock.

DURING THE ITBS TESTING ON APRIL 20, 21, AND 22

13. Administer the Practice Page, and Listening, Language, and Math tests exactly as prescribed by the ITBS Levels 5 and 6 Teacher's Guide and the Modifications of the Directions for Administering the ITBS - Kindergarten (F).

14. Be present in the room during all testing. Leave only if a relief person is in the room. (If this has been planned in advance, tell the students before the testing begins.)

15. You may repeat directions if students do not understand what they are supposed to do, and it is permitted on that test. Do not repeat individual exercises unless the test directions specifically allow it.

16. The Level 5 tests are untimed. Allow sufficient time for all but the slowest students to finish each exercise or test. Actual testing time should not greatly exceed the approximate testing time indicated on page 4 of this checklist.

17. Whenever possible, move quietly around the room to observe whether students are following directions correctly. Make sure students are marking their answers properly in the test booklet.

18. Stress that the students not mark on the ITBS test booklets except to indicate their answers.

19. Record any unusual behavior on the ITBS Special Circumstances Log (D). This log is not to be used for students who cheat. If you see cheating, take up the test booklet and do not return it until the next test begins. Erase all bubbled-in answers for the test in question. The student will either take the test again during the make-up testing, or will simply not receive a score for that test.

NOTE: If your knowledge leads you to believe that an attempt to take up the booklet will cause a disturbance in the middle of the testing, you may let the student continue working, erase the answers for that test later, and include that student on the list of students to be tested during the make-up period.

20. Please:

- DO NOT let students flip ahead in the test booklets.
- DO NOT let students start working while instructions are being given.
- DO NOT rephrase a test question or explain what a word in a test question means. (Read or repeat test items only when the test directions allow it.)
- DO NOT eat or drink around the ITBS test booklets.
- DO NOT use rubber bands or paper clips on the test booklets.

As in last year's ITBS administration, ORE will randomly monitor the testing in different classrooms. If someone comes to your classroom, the monitor will simply sit in the back of the room and observe. Information collected is for use in improving the testing program districtwide, not for evaluation of your individual performance.

AFTER EACH DAY'S TESTING

21. Collect all of the ITBS materials. Make sure you receive all of the ITBS test booklets.

    - ITBS Test Booklets (Number received: Day 1 ____ Day 2 ____ Day 3 ____)

22. Make sure that no one has the opportunity to change or otherwise falsify responses to test items.

23. Lock all materials in a secure place.

AFTER THE TESTING ON APRIL 22

24. Complete your Special Circumstances Log (D).

25. Separate the ITBS test booklets into 3 stacks:

    Stack 1 - Test booklets of students who took every test. (These students will not need to take any of the make-up tests.)

    Stack 2 - Incomplete test booklets and unused test booklets of students in your class. (These students will possibly take one or more make-up tests.)

    Stack 3 - All test booklets that are completely blank (the front covers of the booklets and the inside pages are completely blank).

26. Collect all materials for delivery to the Building Test Coordinator. You must return:

    - All 3 stacks of ITBS test booklets.
    - This Kindergarten Teacher Checklist (A).
    - The Packet for the Preparation of Students for the ITBS - Kindergarten (C).
    - Your completed Special Circumstances Log (D).
    - The Modifications of the Directions for Administering the ITBS - Kindergarten (F).
    - The ITBS Levels 5 and 6 Teacher's Guide.

27. Your thoughts are welcome! Write any ideas or comments concerning this checklist or any aspect of the ITBS testing process at the bottom of the Teacher Time Sheet.

28. Deliver all materials to the Building Test Coordinator.

Thank you!

ITBS KINDERGARTEN TEACHER TIME SHEET*

		Approximate Testing Time
Day 1:	Practice Page	10:00 minutes
	Test Li: Listening	25:00 minutes
Day 2:	Test L: Language	20:00 minutes
Day 3:	Test M: Mathematics	25:00 minutes

*Level 5 tests are untimed, but these approximate testing times should be followed as closely as possible.

ATTACHMENT E-44

KINDERGARTEN MODIFICATIONS OF THE ITBS TEST DIRECTIONS

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

F
Kindergarten

MODIFICATIONS OF THE DIRECTIONS FOR ADMINISTERING THE ITBS - KINDERGARTEN

FIRST DAY OF TESTING

Today we are going to begin taking the IOWA TESTS OF BASIC SKILLS. It is very important that you do your best on these tests. Otherwise, they will not really show how well you can do in listening, language, and mathematics. Remember that we use these test scores to make Austin's schools better.

The tests will be given on three mornings. During all testing sessions you are to keep the same seat you have now. This will make it easier to pass out and collect the test booklets.

Before we begin, I'd like to remind you of some of the hints for test-taking which we have discussed:

- The first and most important rule on test-taking is to listen carefully to all the directions and follow them exactly.
- I cannot answer questions about test exercises; but, if you have questions about the directions, raise your hand and wait for me to call on you.
- It is important for you to be quiet while we read the directions and when we are taking the tests.
- On each of the test exercises, you are to mark the answer you think is best. You are not expected to know all of the answers, so don't guess about which answer is correct unless you know that one or two of the choices just aren't right.

Does anyone have any questions?

(Pause for questions)

I am going to pass out the booklets now. Leave your test booklet on your desk until I tell you what to do next.

(Pass out booklets)

There are some things you need to remember about these booklets:

- Don't mark on your test booklet except to mark your answers.
- Use a number 2 pencil to mark your answers.
- Mark only one answer for each question. If you change your mind about an answer, erase your first mark as completely as you can.

Are there any questions?

(Pause for questions)

You may open the booklet and look at it, but do not talk about it.

(Let students flip through the booklets for a minute or two.

Now read the directions for the Practice Page in your ITBS Teacher's Guide.

Continue through Test LI: Listening.)

SECOND DAY OF TESTING

This is our second day of testing. Remember to try and do your best on this test.

Before we begin, I would like to remind you of some of the hints for test-taking which we have discussed:

- The first and most important rule of test-taking is to listen carefully to all the directions and follow them exactly.
- I cannot answer questions about test exercises; but, if you have questions about the directions, raise your hand and wait for me to call on you.
- It is important for you to be quiet while we read the directions and when we are taking the tests.
- On each of the test exercises, you are to mark the answer you think is the best. You are not expected to know all of the answers, so don't guess about which answer is correct unless you know that one or two of the choices just aren't right.

Do you have any questions?

(Pause for questions)

I am going to pass out the booklets now. Leave your test booklet on your desk until I tell you what to do next.

(Pass out booklets)

SECOND DAY OF TESTING (cont.)

Some of the things you need to remember about these booklets are:

- Don't mark on your test booklet except to mark your answers.
- Use a number 2 pencil to mark your answers.
- When you fill in the ovals to mark your answers, be sure that you make a heavy, dark mark that fills the oval, but doesn't go outside it. Don't waste time trying to make very neat marks, just make very black marks.
- Mark only one answer for each question. If you change your mind about an answer, erase your first mark as completely as you can.

Are there any questions?

(Pause for questions)

(Now read the directions for Test L: Language in your ITBS Teacher's Guide.)

THIRD DAY OF TESTING

Today we are going to do the math problems on the IOWA TESTS OF BASIC SKILLS. Try to do your best again today.

Before we begin, I would like to remind you of some of the hints for test-taking which we have discussed:

- The first and most important rule of test-taking is to listen carefully to all the directions and follow them exactly.
- I cannot answer questions about test exercises; but, if you have questions about the directions, raise your hand and wait for me to call on you.
- It is important for you to be quiet while we read the directions and when we are taking the test.
- On each of the test exercises, you are to mark the answer you think is best. You are not expected to know all of the answers, so don't guess about which answer is correct unless you know that one or two of the choices just aren't right.

Does anyone have any questions?

(Pause for questions)

I am going to pass out the booklets now. Leave your test booklet on your desk until I tell you what to do next.

(Pass out booklets)

Some of the things you need to remember about the booklets are:

- Don't mark on your test booklet except to mark your answers.
- Use a number 2 pencil to mark your answers.
- When you fill in the ovals to mark your answers, be sure that you make a heavy, dark mark that fills the oval, but doesn't go outside it. Don't waste time trying to make very neat marks, just make very black marks.
- Mark only one answer for each question. If you change your mind about an answer, erase your first mark as completely as you can.

Are there any questions?

(Pause for questions)

(Now read the directions for Test M: Mathematics in your ITBS Teacher's Guide.)

AFTER THE TEST MATERIALS ARE COLLECTED ON THE FINAL DAY OF TESTING

You will be receiving your scores on the tests in about a month. You will be given a booklet for you to take home to your parents. This booklet gives your scores and tells what they mean.

Your scores will help your teacher next year know in which subjects you are good and in which subjects you might need extra help.

Thank you for your attention during this testing.

Are there any questions?

ATTACHMENT E-45

GRADES 1 AND 2 TEACHER CHECKLIST

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

A

IOWA TESTS OF BASIC SKILLS
Spring, 1982

ITBS GRADES 1 AND 2 TEACHER CHECKLIST

WEEK OF APRIL 5-8

1. From the Building Test Coordinator, obtain one of each of the following:

   - ITBS Levels 7 and 8 Teacher's Guide
   - *Guidelines for Test Administrators (B)*
   - *Packet for the Preparation of Students for the ITBS - Grades 1 and 2 (C)*
   - *Special Circumstances Log (D)*
   - *Modifications of the Directions for Administering the ITBS - Grades 1 and 2 (F)*

   You should also obtain:

   - One Grades 1 and 2 Practice Test for each student who will be taking the ITBS and one for yourself.

   NOTE: Do not let students pick up or deliver any ITBS materials.

2. Identify students exempt from testing. The Building Test Coordinator and Principal have received information for determining who can be exempted.

3. Have adequate scratch paper ready for the math section of the Practice Test.

WEEK OF APRIL 13-16

4. Begin following the *Packet for the Preparation of Students for the ITBS - Grades 1 and 2 (C)*, including administering the Practice Test.

5. After the Practice Test has been administered, destroy all the used Practice Tests. Return all unused Practice Tests to the Building Test Coordinator.

6. Arrange for exempt students who will not be tested to be supervised during the testing.

MONDAY, APRIL 19

7. From the Building Test Coordinator, obtain:

   - The box of precoded ITBS test booklets for your class. (Number of test booklets in box: ________)
   - One blank ITBS test booklet for each student who did not receive a precoded one. (Number of blank booklets obtained: ________)
   - Enough scratch paper for the math sections of the ITBS.

8. Examine the test booklets that have the student identifying information precoded. Confirm that the blanks and bubble fields on the front cover of each test booklet have been filled in accurately and make any necessary corrections.

   NOTE: DO NOT WRITE ANYWHERE ELSE ON THE TEST BOOKLETS.

9. For each student who will be taking the ITBS but did not receive a precoded test booklet, on a blank test booklet fill in the student identifying information in the same manner as it was filled in on the precoded test booklets.

   IMPORTANT: THE "STUDENT ID NUMBER" FIELD MUST BE FILLED IN WITH THE STUDENT NUMBER IN COLUMNS 1-7 OF THAT FIELD.

10. Obtain a watch or clock.

11. Questions or problems? Ask your Building Test Coordinator or call ORE (458-1227).

PRIOR TO EACH DAY'S ITBS TESTING

12. Arrange for the supervision of exempt students not being tested.

13. Remove or cover any bulletin board displays or other displays of information that would aid students during the testing.

14. Spread students' chairs as far apart as possible.

15. Make sure each student has a #2 pencil. (Blunt pencils work best.) You should have some extras, also.

16. Have a watch or clock.

DURING THE ITBS TESTING ON APRIL 20, 21, AND 22

17. Be present in the room during all testing. Leave only if a relief person is in the room. (If this has been planned in advance, tell the students before the testing begins.)

18. You may repeat directions if students do not understand what they are supposed to do, and it is permitted on that test. Do not repeat individual exercises unless the test directions specifically allow it.

19. The Level 7 and Level 8 tests are untimed. Allow sufficient time for all but the slowest students to finish each exercise or test. Actual testing time should not greatly exceed the approximate testing time indicated on page 4 of this checklist.

20. Whenever possible, move quietly around the room to observe whether students are following directions correctly. Make sure students are marking their answers properly in the test booklet.

    IT IS IMPERATIVE THAT THE STUDENTS NOT WRITE ON THE ITBS TEST BOOKLETS EXCEPT TO INDICATE THEIR ANSWERS.

21. During those tests in which students work on their own:

    - Tell the students to check quietly back over their work, on that test only, if they finish early.
    - Remind the students to go back and complete exercises that they left unanswered, on that test only.

22. Record any unusual behavior on the ITBS Special Circumstances Log (D). This log is not to be used for students who cheat. If you see cheating, take up the test booklet and do not return it until the next test begins. Erase all bubbled-in answers for the test in question. The student will either take the test again during the make-up testing, or will simply not receive a score for that test.

    NOTE: If your knowledge leads you to believe that an attempt to take up the booklet will cause a disturbance in the middle of the testing, you may let the student continue working, erase the answers for that test later, and include that student on the list of students to be tested during the make-up period.

23. Please:

    - DO NOT let students fold back the test booklets.
    - DO NOT let students flip ahead in the test booklets.
    - DO NOT let students start working while instructions are being given.
    - DO NOT rephrase a test question or explain what a word in a test question means. (Read or repeat test items only when the test directions allow it.)
    - DO NOT eat or drink around the ITBS test booklets.
    - DO NOT use rubber bands or paper clips on the test booklets.

As in last year's ITBS administration, ORE will randomly monitor the testing in different classrooms. If someone comes to your classroom, the monitor will simply sit in the back of the room and observe. Information collected is for use in improving the testing program districtwide, not for evaluation of your individual performance.

AFTER EACH DAY'S TESTING

24. Collect all of the ITBS materials. Make sure you receive all of the ITBS test booklets.

    . ITBS Test Booklets (Number received: Day 1 ____ Day 2 ____ Day 3 ____)

25. Erase stray marks in the ITBS test booklets from today's sections.

26. Make sure that no one has the opportunity to change or otherwise falsify responses to test items.

27. Lock all materials in a secure place.

AFTER THE TESTING ON APRIL 22

28. Be sure you have received all of the ITBS test booklets and scratch paper.

    IMPORTANT: ALL SCRATCH PAPER USED DURING THE ITBS MUST BE COLLECTED. Make sure there is no scratch paper in any test booklet.

29. Complete your Special Circumstances Log (D).

30. Separate the ITBS test booklets into 3 stacks:

    Stack 1 - Test booklets of students who took every test. (These students will not need to take any of the make-up tests.)

    PLACE STACK 1 IN THE BOX IN WHICH YOU RECEIVED THE TEST BOOKLETS.

    Stack 2 - Incomplete test booklets and unused test booklets of students in your class. (These students will possibly take one or more make-up tests.)

    Stack 3 - All test booklets that are completely blank (the front covers of the booklets and the inside pages are completely blank) and any precoded test booklets you received for students who had withdrawn from your class.

31. Collect all materials for delivery to the Building Test Coordinator. You must return:

    - Your ITBS Levels 7 and 8 Teacher's Guide.
    - All 3 stacks of ITBS test booklets. (Stack 1 booklets should be in the same box in which you received the test booklets.)
    - This Grades 1 and 2 Teacher Checklist (A).
    - One Packet for the Preparation of Students for the ITBS - Grades 1 and 2 (C).
    - Your completed Special Circumstances Log (D).
    - The Modifications of the Directions for Administering the ITBS - Grades 1 and 2 (F).
    - The scratch paper used during the ITBS.

32. Your thoughts are welcome! Write any ideas or comments concerning this checklist or any aspect of the ITBS testing process at the bottom of the Teacher Time Sheet.

33. Deliver all materials to the Building Test Coordinator.

    Thank you!

ITBS GRADES 1 AND 2 TEACHER TIME SHEET*

			Approximate Testing Time
Day 1:	Test V:	Vocabulary	14:00 minutes
	Test WA:	Word Analysis	20:00 minutes
Day 2:	Test R-1:	Reading Pictures	12:00 minutes
	Test R-2:	Reading Sentences	7:00 minutes
	Test R-3:	Reading Stories	15:00 minutes
	Test L-1:	Spelling	13:00 minutes
Day 3:	Test M-1:	Math Concepts	15:00 minutes
	Test M-2:	Math Problems	18:00 minutes
	Test M-3:	Math Computation	22:00 minutes

*Level 7 and Level 8 tests are untimed, but these approximate testing times should be followed as closely as possible.

81.24

ATTACHMENT E-46

GRADES 3-6 TEACHER CHECKLIST

415

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

A

IOWA TESTS OF BASIC SKILLS
Spring, 1982

ITBS GRADES 3-6 TEACHER CHECKLIST

WEEK OF APRIL 5-8

1. From the Building Test Coordinator, obtain one of each of the following:

   - Guidelines for Test Administrators (B)
   - Packet for the Preparation of Students for the ITBS - Grades 3-6 (C)
   - Special Circumstances Log (D)
   - Modifications of the Directions for Administering the ITBS - Grades 3-6 (F)
   - ITBS Levels 9-14 Teacher's Guide

   If you will administer the Practice Test, pick up the Practice Test materials.

   NOTE: Do not let students pick up or deliver any ITBS materials.

2. Identify students exempt from testing. The Building Test Coordinator and Principal have received information for determining who can be exempted.

WEEK OF APRIL 13-16

3. Begin following the Packet for the Preparation of Students for the ITBS - Grades 3-6 (C).

4. Administer the Practice Test (if applicable). After the Practice Test has been administered, return all Practice Test materials to the Building Test Coordinator.

5. From the Building Test Coordinator, obtain all the preslugged ITBS answer sheets for your students. (Number obtained: ________) If you receive more than one preslugged ITBS answer sheet for a single student, determine which one is more correct. Throw away the less correct answer sheet.

   NOTE: Some fourth-, fifth-, and sixth-grade students will be tested at a different level than other students in the same grade. Each level of the test has its own answer sheet, with each level printed in a different color. All third graders take Level 9 of the ITBS.

6. Check each preslugged answer sheet for correctly coded:

   - Student name and student number
   - School name and school number
   - Grade level and test form (Form 7)
   - Teacher number (if this area is blank, fill in your 3-digit number in the last three columns)

   (IF INCORRECT, DO NOT ATTEMPT TO CHANGE PRESLUGGED INFORMATION. AT THE TOP OF THE ANSWER SHEET, NOTE WHICH INFORMATION IS INCORRECT AND SUPPLY THE CORRECT INFORMATION. ORE WILL CORRECT THE ANSWER SHEET LATER.)

7. Arrange for exempt students who will not be tested to be supervised during the testing.

8. Obtain a clock or watch with a second hand.

FRIDAY, APRIL 16

9. From the Building Test Coordinator, obtain:

   - One blank ITBS answer sheet for each student who does not have a preslugged one. (Number obtained: ________)

     IF YOU WILL BE TESTING FOURTH-, FIFTH-, OR SIXTH-GRADE STUDENTS, BE SURE TO OBTAIN A BLANK ITBS ANSWER SHEET FOR THE TEST LEVEL THAT EACH STUDENT WILL BE TAKING. THE BUILDING TEST COORDINATOR HAS INFORMATION REGARDING THE PROPER LEVEL AT WHICH EACH STUDENT SHOULD BE TESTED.

   - Plenty of blank scratch paper for the math sections of the ITBS.

10. Fill in the blank ITBS answer sheets. (Remember to use the proper level ITBS answer sheet for the particular student.) The following seven information areas must be filled out and bubbled in with a #2 pencil before the testing.
    1. Student name, school, and date (month/year) blanks
    2. Student number
    3. Student name (bubble field)
    4. School number
    5. Grade level
    6. Test form (Form 7)
    7. Teacher number (bubble in your 3-digit teacher number in the last three columns)

11. Questions or problems? Ask your Building Test Coordinator or call ORE (458-1227).

TUESDAY MORNING, APRIL 20

12. From the Building Test Coordinator, personally obtain one ITBS test booklet for each student. (Number obtained: ________)

PRIOR TO EACH DAY'S TESTING

13. Arrange for the supervision of exempt students not being tested.

14. Remove or cover any bulletin board displays or other displays of information that would aid students during the testing.

15. Spread students' chairs as far apart as possible.

16. Make sure each student has a #2 pencil (blunt pencils work best). You should have some extras, also.

17. Have a watch or clock with a second hand.

DURING THE ITBS TESTING ON APRIL 20, 21, AND 22

18. Using the ITBS Levels 9-14 Teacher's Guide and the *Modifications of the Directions for Administering the ITBS (F)*, administer the ITBS according to the specified procedures. Record the starting time of each section on your Teacher Time Sheet (page 4 of this checklist). Allow students exactly the time allotted for each section.

19. Be present in the room during all testing. Leave only if a relief person is in the room. (If this has been planned in advance, tell the students before the testing begins.)

20. You may repeat test directions if students do not understand what they are supposed to do.

21. Move quietly around the room after each set of directions to observe whether students are following them correctly. Make sure students are marking their answers properly on the answer sheet.

22. Stress that the students not write in the ITBS test booklets.

23. Tell the students to check quietly over their work, in that test section only, if they finish early.

24. Keep a *Special Circumstances Log (D)*, recording unusual student behavior. This log is not to be used for students who cheat. If you see cheating, take up the answer sheet and do not return it until the next test begins. Erase all bubbled-in answers for the test in question. The student will either take that test again during the make-up testing, or will simply not receive a score for that part of the test.

    NOTE: If your knowledge leads you to believe that an attempt to take up the paper will cause a disturbance in the middle of the testing, you may let the student continue working, erase the answers for that test later, and include that student on the list of students to be tested during the make-up period.

25. Please:

- . DO NOT let students flip ahead in the test booklets.
- . DO NOT let students start working while instructions are being given.
- . DO NOT rephrase a test question, explain what a word in a test question means, or read the test items to students.
- . DO NOT eat or drink around the ITBS test booklets or ITBS answer sheets.
- . DO NOT use paper clips or rubber bands on the answer sheets.

> As in last year's ITBS administration, ORE will randomly monitor the testing in different classrooms. If someone comes to your classroom, the monitor will simply sit in the back of the room and observe. Information collected is for use in improving the testing program districtwide, not for evaluation of your individual performance.

AFTER EACH DAY'S TESTING

26. Collect all of the ITBS materials. Make sure you received all of the:

Day 1 Day 2 Day 3

- . ITBS Test Booklets (Number received: ____ ____ ____)
- . Answer Sheets (Number received: ____ ____ ____)
- . Scratch paper.

27. Erase marks in the ITBS test booklets from today's sections.

28. Make sure that no one has the opportunity to change or otherwise falsify responses to test items.

29. Lock all materials in a secure place.

AFTER THE TESTING ON APRIL 22

30. Count all materials. Make sure you have all of the:

- . ITBS test booklets
- . ITBS answer sheets
- . Scratch paper used by each student

NOTE: It is very important that you collect all of the scratch paper used during the ITBS.

31. Check the answer sheets for any stray marks and erase them.

32. Complete your Special Circumstances Log (D).

33. Separate the answer sheets into stacks:

Stack 1 - Preslugged answer sheets for students who took every test. This stack must contain only answer sheets on which all the preslugged information is correct.

Stack 2 - All nonpreslugged answer sheets for students who took every test. This stack also includes any preslugged answer sheets (for students who took every test) which contain incorrect preslugged information.

Stack 3 - All incomplete answer sheets and unused answer sheets. This includes answer sheets for students who took only part or none of the tests.

34. Collect all materials for delivery to the Building Test Coordinator. You must return:

- . All ITBS test booklets
- . All three stacks of answer sheets
- . This Teacher Checklist (A)
- . The Packet for the Preparation of Students for the ITBS (C)
- . Your completed Special Circumstances Log (D)
- . The Modifications of the Directions for Administering the ITBS (F)
- . The scratch paper used during the ITBS
- . The ITBS Levels 9-14 Teacher's Guide

35. Your thoughts are welcome! Write any ideas or comments concerning this checklist or any aspect of the ITBS testing process at the bottom of the Teacher Time Sheet.

36. Deliver all materials to the Building Test Coordinator.

Thank you!

ITBS TEACHER TIME SHEET

	TEST	STARTING TIME		TESTING TIME		FINISHING TIME
EXAMPLE:	Reference Materials	10 :38 :26 hour minutes seconds	+	25:00 minutes	=	11 :03 :26
Day 1	Vocabulary	___:___:___	+	15:00 minutes	=	___:___:___
	Reading Comprehension	___:___:___	+	42:00 minutes	=	___:___:___
	Spelling	___:___:___	+	12:00 minutes	=	___:___:___
	Capitalization	___:___:___	+	12:00 minutes	=	___:___:___
Day 2	Punctuation	___:___:___	+	14:00 minutes	=	___:___:___
	Usage	___:___:___	+	14:00 minutes	=	___:___:___
	Visual Materials	___:___:___	+	40:00 minutes	=	___:___:___
	Reference Materials	___:___:___	+	25:00 minutes	=	___:___:___
Day 3	Math Concepts	___:___:___	+	25:00 minutes	=	___:___:___
	Problem Solving	___:___:___	+	25:00 minutes	=	___:___:___
	Computation	___:___:___	+	20:00 minutes	=	___:___:___

Write any comments you have about this testing on the back.

D

SPECIAL CIRCUMSTANCES LOG
IOWA TESTS OF BASIC SKILLS

TEACHER________________ SCHOOL________________ DATE________________

STUDENT	TEST(S)	SPECIAL CIRCUMSTANCES
Example Student	*Math Computation*	*Marked all answers "A" on this section.*

NOTE TO THE TEACHER:

Make sure that the events you record on the Special Circumstances Log are:

1) serious enough to affect the student's performance on the test. A cold, for instance, may or may not affect a student's performance, depending on its severity.

2) temporary and atypical circumstances. For instance, a student who comes from an economically deprived home should not be listed as a "special circumstance," even though this background is likely to affect the student's performance.

Remember that cheating is not a special circumstance. Procedures for handling this situation are discussed in the Teacher Checklist.

Special Circumstances Logs will be reviewed by the Building Test Coordinator. All students whose testing conditions are designated "special circumstance" by the Building Test Coordinator will have their scores flagged with an asterisk (*) when they come back to the school and will be noted as "possibly invalid." The Special Circumstances Logs will be kept on file at the school, so if you receive a flagged student's score, you can check to determine the nature of the special circumstance.

RETURN TO THE BUILDING TEST COORDINATOR.

ATTACHMENT E-48

VERIFICATION LIST FOR GRADES 4-6

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

February 26, 1982

TO: Elementary Principals

FROM: Kevin Matter Km

SUBJECT: Student Verification Lists for ITBS Testing in Grades 4-6

Enclosed are two copies (original and attached carbon copy) of the list of Students Who Will Take the ITBS, Grades 4-6, Spring, 1982. Please have all teachers in grades 4-6 verify the students in their classrooms and the test level assigned to each student. If a large discrepancy exists in the assignment of a student's test level, the teacher should write in a new test level and initial that change. Copies of the guidelines for assigning ITBS test levels are enclosed, also.

There is no verification list for grades K-3 since these students are all tested on level.

Since the test level for special education students was determined by the ARD Committee, any necessary changes should be made through that committee. Unfortunately, there may be some errors or oversights since this is the first year of these special education procedures. If you know the test level to be in error, do what you know to be correct.

Please sign the attached form, stating that you approved of all the level changes made by your teachers. Return it along with one copy of the correct list of Students Who Will Take the ITBS, Grades 4-6 to me no later than *March 12, 1982*. Keep the second copy of the list to identify which fourth-grade students should take Practice Test Level X (those taking ITBS Level 9).

If the information provided here is not sufficient to answer any questions that arise on assignment of test levels, please call me at 458-1227.

Thank you.

KM:if
Enclosures

Approved: Freda M. Holley
Director of Research and Evaluation

Approved: Ruth MacAllister
Assistant Superintendent for Elementary

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AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Changes in ITBS Test Level

I have reviewed the test level changes indicated on our list of Students Who Will Take the ITBS, Grades 4-6 and agree that these changes are necessary and within the scope of the Guidelines for Assigning ITBS Test Levels.

Signed: ______________________________ Principal ____________________ School

Return along with one copy of your list of Students Who Will Take the ITBS, Grades 4-6 no later than *March 12, 1982* to:

M. Kevin Matter
Carruth Administration Building
Office of Research and Evaluation, Box 79

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AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

GUIDELINES FOR ASSIGNING ITBS TEST LEVELS

ITBS Test Levels Appropriate for Each Grade Level

Test Level	Grade 4	Grade 5	Grade 6
Low	Level 9	Level 10	Level 11
Middle	Level 10	Level 11	Level 12
High	Level 11	Level 12	Level 13

Middle Level - The majority of AISD students should be tested with the middle level. Students who are achieving above the 15th percentile and below the 90th percentile in both reading and math should be tested on the middle level.

Low Level - Students should be tested on the low level if either their reading achievement or their math achievement is at or below the 15th percentile. Exceptions would be students whose achievement in one area is low but their achievement is above the 75th percentile in the other. These students should be tested on the middle level.

High Level - Students should be tested on the high level if either their reading achievement or their math achievement is at or above the 90th percentile. Exceptions would be students whose achievement in one area is high but their achievement is below the 35th percentile in the other. These students should be tested on the middle level.

Very few changes should be made in the test levels that have been preassigned.

The low level at each grade will actually be functional for students achieving up to the 75th percentile.

The high level at each grade will actually be functional for students achieving down to the 35th percentile.

Do not change the test level designated except in cases of large discrepancies.

ATTACHMENT E-50

ITBS MEDIAN PERCENTILE AND GRADE EQUIVALENT SCORES, BY ETHNICITY 1979-80 THROUGH 1981-82

425

GRADE	ETHNICITY	READING TOTAL					
		PERCENTILES			GRADE EQUIVALENTS		
		79-80	80-81	81-82	79-80	80-81	81-82
1	Black	42	42	44	1.62	1.62	1.67
	Hispanic	46	45	47	1.70	1.68	1.72
	Other	77	80	80	2.48	2.61	2.59
	Total	61	63	62	2.08	2.12	2.10
2	Black	36	36	43	2.45	2.45	2.65
	Hispanic	33	40	42	2.38	2.59	2.65
	Other	77	80	80	3.56	3.68	3.67
	Total	58	60	62	3.03	3.10	3.15
3	Black	30	34	37	3.12	3.25	3.38
	Hispanic	34	35	47	3.27	3.31	3.68
	Other	69	71	73	4.54	4.60	4.67
	Total	54	53	58	3.98	3.94	4.10
4	Black	23	25	32	3.82	3.92	4.18
	Hispanic	30	31	31	4.11	4.14	4.13
	Other	74	72	68	5.82	5.73	5.57
	Total	56	53	51	5.06	4.97	4.88
5	Black	26	25	29	4.85	4.85	5.00
	Hispanic	31	35	35	5.08	5.21	5.24
	Other	72	76	74	6.82	7.04	6.92
	Total	55	59	57	6.06	6.21	6.13
6	Black	20	27	28	5.39	5.78	5.84
	Hispanic	26	32	36	5.69	6.01	6.19
	Other	69	74	74	7.77	8.01	8.04
	Total	52	57	59	6.95	7.14	7.25
7	Black	19	25	28	5.89	6.25	6.47
	Hispanic	23	29	33	6.13	6.49	6.71
	Other	67	71	71	8.61	8.74	8.80
	Total	49	52	54	7.62	7.82	7.94
8	Black	18	21	26	6.59	6.87	7.20
	Hispanic	24	26	30	7.04	7.19	7.51
	Other	67	69	71	9.60	9.75	9.84
	Total	47	51	54	8.47	8.71	8.90

GRADE	ETHNICITY	MATH TOTAL					
		PERCENTILES			GRADE EQUIVALENTS		
		79-80	80-81	81-82	79-80	80-81	81-82
1	Black	34	33	36	1.53	1.51	1.57
	Hispanic	38	40	40	1.60	1.64	1.65
	Other	64	68	68	2.08	2.15	2.16
	Total	51	53	53	1.82	1.86	1.87
2	Black	32	31	35	2.43	2.40	2.49
	Hispanic	34	40	41	2.47	2.59	2.62
	Other	63	65	66	3.12	3.17	3.19
	Total	50	50	53	2.82	2.82	2.87
3	Black	30	33	38	3.29	3.35	3.48
	Hispanic	35	36	49	3.42	3.45	3.78
	Other	67	67	72	4.30	4.30	4.44
	Total	53	52	59	3.88	3.85	4.06
4	Black	27	31	34	4.09	4.21	4.30
	Hispanic	36	36	37	4.38	4.35	4.41
	Other	71	67	66	5.49	5.36	5.32
	Total	56	52	51	4.97	4.87	4.85
5	Black	29	30	34	5.03	5.07	5.23
	Hispanic	37	38	41	5.32	5.37	5.47
	Other	67	72	71	6.49	6.66	6.61
	Total	53	55	55	5.95	6.01	6.01
6	Black	27	28	31	5.83	5.89	6.02
	Hispanic	35	37	40	6.15	6.29	6.37
	Other	71	71	72	7.67	7.70	7.75
	Total	56	57	58	7.00	7.07	7.10
7	Black	22	30	30	6.33	6.72	6.71
	Hispanic	31	36	38	6.76	7.03	7.14
	Other	69	70	70	8.57	8.58	8.59
	Total	51	54	55	7.74	7.88	7.92
8	Black	19	23	29	7.04	7.32	7.64
	Hispanic	29	31	36	7.62	7.76	8.01
	Other	66	70	70	9.40	9.56	9.58
	Total	48	51	54	8.56	8.73	8.87

ITBS MEDIAN PERCENTILE AND GRADE EQUIVALENT SCORES, BY ETHNICITY, 1979-80 THROUGH 1981-82. (Students at grade level would receive an X.8 grade equivalent score in grades 1-6 and an X.67 grade equivalent score in grades 7 and 8. The median percentile score for the national norm group is 50 for all tests at all grades.)

GRADE	ETHNICITY	LANGUAGE TOTAL*					
		PERCENTILES			GRADE EQUIVALENTS		
		79-80	80-81	81-82	79-80	80-81	81-82
1	Black	44	48	47	1.67	1.74	1.73
	Hispanic	46	46	48	1.71	1.70	1.75
	Other	68	75	76	2.39	2.73	2.77
	Total	57	60	62	1.97	2.07	2.12
2	Black	45	50	56	2.67	2.80	3.01
	Hispanic	41	47	49	2.56	2.73	2.79
	Other	69	73	72	3.62	3.79	3.74
	Total	59	61	62	3.14	3.27	3.29
3	Black	43	49	53	3.61	3.83	4.00
	Hispanic	46	50	63	3.70	3.87	4.40
	Other	76	78	80	5.01	5.12	5.23
	Total	64	65	72	4.47	4.51	4.80
4	Black	35	44	48	4.20	4.62	4.73
	Hispanic	41	47	49	4.51	4.77	4.84
	Other	74	74	74	6.04	6.05	6.01
	Total	60	62	62	5.32	5.44	5.40
5	Black	38	40	47	5.24	5.33	5.69
	Hispanic	40	46	51	5.33	5.61	5.86
	Other	73	78	77	7.07	7.36	7.31
	Total	59	64	65	6.33	6.59	6.61
6	Black	31	40	41	5.76	6.31	6.38
	Hispanic	35	42	47	5.98	6.44	6.70
	Other	68	74	75	7.90	8.26	8.35
	Total	54	60	63	7.12	7.47	7.65
7	Black	24	35	40	5.88	6.63	6.97
	Hispanic	31	38	43	6.32	6.86	7.19
	Other	67	71	74	8.73	9.03	9.22
	Total	50	57	62	7.67	8.15	8.42
8	Black	22	29	38	6.65	7.13	7.88
	Hispanic	31	34	43	7.28	7.32	8.23
	Other	64	71	74	9.64	10.10	10.35
	Total	48	57	62	8.56	9.16	9.50

*For grades 1 and 2, Spelling is the only language test.

GRADE	ETHNICITY	WORD ANALYSIS (Grades 1 & 2 Only)					
		PERCENTILES			GRADE EQUIVALENTS		
		79-80	80-81	81-82	79-80	80-81	81-82
1	Black	46	43	44	1.71	1.64	1.65
	Hispanic	48	45	50	1.76	1.69	1.80
	Other	73	76	76	2.47	2.60	2.58
	Total	63	61	60	2.16	2.15	2.13
2	Black	39	40	44	2.44	2.47	2.63
	Hispanic	40	44	45	2.48	2.60	2.64
	Other	74	76	77	3.69	3.79	3.81
	Total	60	60	64	3.14	3.13	3.27

GRADE	ETHNICITY	WORK-STUDY TOTAL (Grades 3-8 Only)					
		PERCENTILES			GRADE EQUIVALENTS		
		79-80	81-80	81-82	79-80	80-81	81-82
3	Black	33	36	42	3.21	3.32	3.52
	Hispanic	39	40	55	3.43	3.44	3.95
	Other	70	70	74	4.51	4.51	4.66
	Total	56	55	62	3.99	3.94	4.23
4	Black	28	31	38	3.92	4.03	4.31
	Hispanic	39	39	41	4.35	4.37	4.49
	Other	72	73	71	5.70	5.74	5.66
	Total	57	57	56	5.06	5.06	5.01
5	Black	34	33	39	5.05	5.04	5.29
	Hispanic	41	43	47	5.39	5.47	5.65
	Other	70	77	76	6.73	7.03	6.97
	Total	58	62	62	6.15	6.35	6.31
6	Black	29	28	33	5.72	5.70	5.97
	Hispanic	30	40	43	5.84	6.29	6.44
	Other	68	71	73	7.62	7.84	7.98
	Total	53	57	61	6.85	7.07	7.28
7	Black	21	28	29	5.98	6.40	6.43
	Hispanic	26	33	33	6.25	6.70	6.73
	Other	64	68	70	8.42	8.69	8.81
	Total	45	52	53	7.35	7.73	7.84
8	Black	19	25	29	6.60	6.99	7.30
	Hispanic	27	29	37	7.17	7.28	7.82
	Other	63	69	72	9.44	9.80	9.94
	Total	45	49	56	8.32	8.65	9.03

ITBS MEDIAN PERCENTILE AND GRADE EQUIVALENT SCORES, BY ETHNICITY, 1979-80 THROUGH 1981-82. (Students at grade level would receive an X.8 grade equivalent score in grades 1-6 and an X.67 grade equivalent score in grades 7 and 8. The median percentile score for the national norm group is 50 for all tests at all grades.)

81.24 AISD KINDERGARTEN MEDIAN PERCENTILES AND GRADE EQUIVALENT SCORES, FALL AND SPRING, 1981-82

TEST	ETHNICITY	All Students Tested				Students Tested Both Fall & Spring			
		Percentiles		Grade Equivalents		Percentiles		Grade Equivalents	
		Fall, 1981	Spring, 1982	Fall, 1981	Spring, 1982	Fall, 1981	Spring, 1982	Fall, 1981	Spring, 1982
Language	Black	14	23	P.66	K.14	14	23	P.66	K.14
	Hispanic	19	32	P.74	K.34	20	34	P.75	K.37
	Other	45	63	K.13	1.28	51	65	K.25	1.36
	Total	29	50	P.88	K.80	32	52	P.92	K.87
Listening	Black		30		K.43				
	Hispanic		36		K.57				
	Other		62		1.08				
	Total		48		K.80				
Math	Black		28		K.27				
	Hispanic		30		K.36				
	Other		61		1.12				
	Total		48		K.77				

NOTE: Fall percentiles will underestimate actual achievement levels because AISD tested six weeks before the date the ITBS was normed.

Figure 5. ITBS MEDIAN PERCENTILE AND GRADE EQUIVALENT SCORES FOR KINDERGARTENERS, FALL AND SPRING, 1981-82.

ATTACHMENT E-52

81.24

PERCENTILE RANGES FOR AISD KINDERGARTEN STUDENTS, SPRING 1982

GRADE	ETHNICITY	LISTENING PERCENTILE RANGES					
		1-10	1-25	1-50	50-99	75-99	90-99
K	BLACK	23.5	45.6	77.0	30.7	10.7	3.9
	HISPANIC	18.5	39.5	73.1	34.5	13.1	4.6
	ANGLO/OTHER	6.3	16.1	43.8	65.6	38.2	19.7
	TOTAL	12.6	27.6	57.6	51.0	26.6	12.8

GRADE	ETHNICITY	LANGUAGE PERCENTILE RANGES					
		1-10	1-25	1-50	50-99	75-99	90-99
K	BLACK	32.4	47.0	75.7	24.3	8.8	3.2
	HISPANIC	21.4	35.5	66.7	33.3	11.3	4.0
	ANGLO/OTHER	5.9	12.4	34.0	66.0	33.3	16.4
	TOTAL	14.7	24.7	50.1	49.9	25.1	10.7

GRADE	ETHNICITY	MATH PERCENTILE RANGES					
		1-10	1-25	1-50	50-99	75-99	90-99
K	BLACK	25.3	49.2	71.5	28.5	7.6	1.9
	HISPANIC	19.8	46.7	68.5	31.5	8.3	2.0
	ANGLO/OTHER	6.7	19.7	35.1	64.9	29.2	11.4
	TOTAL	13.5	32.2	50.6	49.4	19.7	7.2

ATTACHMENT E-53

81.24

ITBS READING TOTAL PERCENTILE RANGES FOR 1981-82

GRADE	ETHNICITY	1-10	1-25	1-50	50-99	75-99	90-99
		READING TOTAL PERCENTILE RANGES					
1	BLACK	6.0	26.7	58.3	46.3	19.8	5.1
	HISPANIC	5.3	22.1	55.4	48.8	23.5	8.2
	ANGLO/OTHER	1.9	8.1	25.5	77.2	58.1	35.8
	TOTAL	3.7	16.0	41.1	67.6	40.2	21.5
2	BLACK	16.3	34.2	57.3	42.7	19.9	5.9
	HISPANIC	15.9	29.8	58.1	41.9	19.3	6.8
	ANGLO/OTHER	3.2	8.4	21.9	78.1	58.0	33.9
	TOTAL	9.5	19.7	39.4	60.6	39.2	20.5

GRADE	ETHNICITY	1-10	1-25	1-50	50-99	75-99	90-99
		READING TOTAL PERCENTILE RANGES					
3	BLACK	8.4	33.6	69.0	35.4	8.2	1.4
	HISPANIC	5.6	23.5	56.5	47.2	15.1	3.6
	ANGLO/OTHER	1.1	6.7	24.6	77.8	46.6	18.5
	TOTAL	3.8	16.8	42.5	60.7	30.0	10.9
4	BLACK	16.1	42.5	72.0	28.0	10.1	2.6
	HISPANIC	17.6	43.5	70.0	30.0	11.2	2.7
	ANGLO/OTHER	2.7	11.2	28.7	71.3	42.8	22.0
	TOTAL	9.6	26.7	49.2	50.8	27.2	12.6
5	BLACK	17.6	44.9	71.2	28.8	8.8	2.9
	HISPANIC	15.7	39.7	65.6	34.4	11.3	3.4
	ANGLO/OTHER	2.9	9.1	23.4	76.6	49.1	25.3
	TOTAL	9.4	23.9	43.5	56.5	31.5	15.3
6	BLACK	18.5	44.5	73.5	29.2	9.1	2.7
	HISPANIC	13.6	37.2	65.8	36.4	12.9	4.0
	ANGLO/OTHER	1.7	7.8	24.7	77.0	49.7	27.1
	TOTAL	7.4	21.1	42.9	59.1	33.9	17.4

GRADE	ETHNICITY	1-10	1-25	1-50	50-99	75-99	90-99
		READING TOTAL PERCENTILE RANGES					
7	BLACK	18.6	44.2	76.0	27.6	7.6	2.2
	HISPANIC	16.1	39.5	71.7	32.7	10.9	2.9
	ANGLO/OTHER	2.1	9.2	27.7	75.7	46.9	22.2
	TOTAL	8.3	22.5	46.7	57.0	31.5	14.1
8	BLACK	18.0	48.8	78.1	21.9	7.3	1.7
	HISPANIC	15.0	41.9	70.5	29.5	11.8	3.3
	ANGLO/OTHER	2.8	10.0	26.6	73.4	47.7	22.9
	TOTAL	8.3	24.1	45.6	54.4	32.4	14.7

81.24 ITBS SPELLING (GRADES 1 AND 2)/LANGUAGE SKILLS TOTAL (GRADES 3-8) PERCENTILE RANGES FOR 1981-82

GRADE	ETHNICITY	LANGUAGE SKILLS TOTAL PERCENTILE RANGES					
		1-10	1-25	1-50	50-99	75-99	90-99
1	BLACK	8.2	23.1	51.2	48.8	25.2	8.6
	HISPANIC	9.9	22.9	50.4	49.6	25.7	8.6
	ANGLO/OTHER	3.6	9.6	24.5	75.5	53.7	24.9
	TOTAL	6.4	16.2	37.5	62.5	39.7	16.8
2	BLACK	6.8	17.5	45.4	54.6	32.6	12.0
	HISPANIC	10.5	21.4	50.2	49.8	26.2	8.5
	ANGLO/OTHER	2.5	7.9	27.6	72.4	49.7	21.5
	TOTAL	5.7	13.7	37.7	62.3	39.5	15.9

GRADE	ETHNICITY	LANGUAGE SKILLS TOTAL PERCENTILE RANGES					
		1-10	1-25	1-50	50-99	75-99	90-99
3	BLACK	6.0	20.3	45.7	54.3	23.9	7.7
	HISPANIC	4.7	13.4	34.0	66.0	34.6	10.5
	ANGLO/OTHER	0.8	4.5	14.2	85.8	60.1	30.8
	TOTAL	2.9	10.2	26.1	73.9	45.7	20.5
4	BLACK	9.7	22.3	51.6	48.4	16.0	4.5
	HISPANIC	9.7	20.3	50.5	49.5	17.8	5.2
	ANGLO/OTHER	1.9	5.6	21.2	78.8	48.9	25.4
	TOTAL	5.4	13.2	35.6	64.4	33.4	15.4
5	BLACK	10.3	24.5	54.7	47.9	17.2	6.1
	HISPANIC	8.0	19.3	49.6	52.8	20.6	7.5
	ANGLO/OTHER	1.8	5.7	20.1	81.3	54.4	29.8
	TOTAL	5.1	12.8	34.4	67.5	38.5	19.4
6	BLACK	10.7	27.9	60.7	39.3	15.2	3.7
	HISPANIC	6.6	21.0	53.4	46.6	18.8	7.1
	ANGLO/OTHER	1.7	4.9	21.0	79.0	52.9	29.8
	TOTAL	4.4	12.7	35.5	64.5	38.3	19.9

GRADE	ETHNICITY	LANGUAGE SKILLS TOTAL PERCENTILE RANGES					
		1-10	1-25	1-50	50-99	75-99	90-99
7	BLACK	11.2	30.6	62.2	39.6	13.9	3.5
	HISPANIC	9.2	27.9	56.5	44.8	16.8	5.8
	ANGLO/OTHER	2.1	6.9	23.4	78.1	49.6	26.4
	TOTAL	5.3	16.0	38.0	63.5	35.6	17.5
8	BLACK	14.1	31.9	63.6	36.4	12.4	3.3
	HISPANIC	11.3	28.5	57.6	42.4	17.0	5.9
	ANGLO/OTHER	2.7	8.6	23.3	76.7	50.0	27.0
	TOTAL	6.7	17.2	38.2	61.8	35.9	18.0

81.24 ITBS WORD ANALYSIS (GRADES 1 AND 2)/WORK-STUDY TOTAL (GRADES 3-8) PERCENTILE RANGES FOR 1981-82

GRADE	ETHNICITY	WORD ANALYSIS SKILLS PERCENTILE RANGES					
		1-10	1-25	1-50	50-99	75-99	90-99
1	BLACK	8.2	27.6	60.2	45.3	19.1	4.6
	HISPANIC	7.3	23.8	52.6	52.3	26.5	10.7
	ANGLO/OTHER	2.1	8.6	26.8	76.7	55.4	28.0
	TOTAL	4.9	16.9	41.1	63.2	39.6	18.2
2	BLACK	8.6	31.9	54.5	45.5	22.3	6.7
	HISPANIC	7.5	29.7	54.0	46.0	22.2	10.0
	ANGLO/OTHER	1.4	8.4	22.9	77.1	54.6	30.9
	TOTAL	4.6	19.3	38.3	61.7	38.7	20.0

GRADE	ETHNICITY	WORK-STUDY SKILLS TOTAL PERCENTILE RANGES					
		1-10	1-25	1-50	50-99	75-99	90-99
3	BLACK	13.3	31.0	60.3	39.7	13.0	2.8
	HISPANIC	5.7	18.3	42.4	57.6	23.9	7.2
	ANGLO/OTHER	2.8	7.6	21.4	78.6	50.4	24.9
	TOTAL	5.7	15.3	35.1	64.9	35.4	15.5
4	BLACK	13.0	32.2	63.2	36.8	11.6	3.0
	HISPANIC	11.9	28.3	60.0	40.0	16.2	3.8
	ANGLO/OTHER	2.6	9.1	26.0	74.0	47.2	24.5
	TOTAL	7.3	19.2	43.2	56.8	31.2	14.3
5	BLACK	15.3	34.4	65.0	37.3	12.6	3.2
	HISPANIC	12.2	26.6	55.5	47.0	18.7	5.1
	ANGLO/OTHER	3.2	7.0	21.8	79.9	53.8	27.3
	TOTAL	7.9	17.4	39.0	63.2	36.8	16.9
6	BLACK	16.2	36.8	67.7	32.3	9.2	3.5
	HISPANIC	9.4	27.8	57.8	42.2	14.4	5.7
	ANGLO/OTHER	2.9	8.5	24.1	75.9	48.1	28.6
	TOTAL	6.4	17.9	39.6	60.4	33.4	18.8

GRADE	ETHNICITY	WORK-STUDY SKILLS TOTAL PERCENTILE RANGES					
		1-10	1-25	1-50	50-99	75-99	90-99
7	BLACK	19.1	43.9	76.4	25.0	6.3	1.7
	HISPANIC	16.1	34.1	67.1	34.5	11.9	4.1
	ANGLO/OTHER	5.1	11.3	30.2	71.7	45.4	24.0
	TOTAL	10.2	22.4	47.0	54.7	30.6	15.4
8	BLACK	19.2	44.6	75.0	25.0	8.3	2.4
	HISPANIC	15.1	35.8	67.4	32.6	14.2	3.4
	ANGLO/OTHER	4.6	11.9	28.3	71.7	47.5	25.4
	TOTAL	9.6	23.1	45.4	54.6	33.0	16.3

ATTACHMENT E-56

81.24

ITBS MATH TOTAL PERCENTILE RANGES FOR 1981-82

		MATH TOTAL PERCENTILE RANGES					
GRADE	ETHNICITY	1-10	1-25	1-50	50-99	75-99	90-99
7	BLACK	17.6	42.8	71.0	29.0	6.2	1.8
	HISPANIC	12.3	32.4	62.0	38.0	14.6	4.2
	ANGLO/OTHER	3.2	10.7	28.6	71.4	45.7	24.4
	TOTAL	7.9	21.4	44.0	56.0	31.4	15.6
8	BLACK	19.0	44.3	74.1	25.9	7.9	2.6
	HISPANIC	15.5	36.3	64.0	36.0	13.7	4.8
	ANGLO/OTHER	4.8	14.0	30.8	69.2	45.7	22.8
	TOTAL	9.7	24.4	45.9	54.1	31.7	15.1

		MATH TOTAL PERCENTILE RANGES					
GRADE	ETHNICITY	1-10	1-25	1-50	50-99	75-99	90-99
3	BLACK	11.5	34.9	61.7	38.3	11.5	3.4
	HISPANIC	7.0	22.5	48.8	51.2	22.7	5.9
	ANGLO/OTHER	2.6	9.4	23.5	76.5	47.4	20.6
	TOTAL	5.6	19.2	38.3	61.7	34.7	13.0
4	BLACK	20.3	39.0	71.4	32.0	8.8	3.3
	HISPANIC	19.5	38.0	64.5	35.1	11.4	4.2
	ANGLO/OTHER	4.6	13.1	33.7	65.5	39.1	22.9
	TOTAL	11.7	25.4	50.0	53.5	25.1	13.7
5	BLACK	19.5	36.4	69.2	33.5	11.0	3.3
	HISPANIC	14.5	28.8	63.7	40.2	14.0	4.1
	ANGLO/OTHER	3.4	8.8	28.5	74.2	45.6	24.9
	TOTAL	9.2	19.3	45.4	57.6	30.8	15.4
6	BLACK	20.3	41.1	68.5	31.5	9.8	3.5
	HISPANIC	14.8	33.8	59.5	40.1	14.1	5.3
	ANGLO/OTHER	3.8	9.2	25.5	74.1	47.2	27.3
	TOTAL	9.2	20.6	41.3	58.7	32.9	18.0

		MATH TOTAL PERCENTILE RANGES					
GRADE	ETHNICITY	1-10	1-25	1-50	50-99	75-99	90-99
1	BLACK	13.7	33.3	71.7	34.9	11.6	1.7
	HISPANIC	9.6	25.4	63.1	42.0	15.9	4.6
	ANGLO/OTHER	3.6	9.9	31.5	73.8	44.0	18.6
	TOTAL	7.4	19.2	48.5	56.6	29.2	11.1
2	BLACK	12.1	36.0	70.2	34.6	12.5	2.6
	HISPANIC	9.4	27.3	63.2	43.0	17.1	4.4
	ANGLO/OTHER	2.6	9.8	32.4	71.7	42.8	19.1
	TOTAL	6.2	20.2	49.0	55.8	29.2	11.5

81.24 AISD MEDIAN PERCENTILE SCORES FOR 1981-82 BASED UPON THE URBAN DISTRICT NORMING SAMPLE

GRADE	ETHNICITY	READING TOTAL	LANGUAGE TOTAL*	WORK-STUDY TOTAL**	MATH TOTAL
1	Black	66	62	72	56
	Hispanic	66	65	74	63
	Other	88	87	87	82
	Total	79	74	80	72
2	Black	71	72	73	58
	Hispanic	71	67	73	63
	Other	89	84	90	83
	Total	82	78	85	74
3	Black	66	73	66	62
	Hispanic	73	79	77	72
	Other	89	89	88	86
	Total	81	85	81	80
4	Black	64	71	64	59
	Hispanic	62	71	70	62
	Other	88	87	89	85
	Total	79	80	80	77
5	Black	63	71	68	59
	Hispanic	67	74	76	68
	Other	91	89	91	89
	Total	82	83	85	79
6	Black	60	69	64	57
	Hispanic	70	73	73	67
	Other	91	90	91	90
	Total	85	84	86	82
7	Black	62	68	59	56
	Hispanic	66	70	66	66
	Other	91	90	92	90
	Total	83	84	84	82
8	Black	61	68	61	59
	Hispanic	67	72	72	68
	Other	92	91	92	90
	Total	86	85	86	83

*Spelling in grades 1 and 2.
**Word Analysis in grades 1 and 2.

ATTACHMENT E-58

81.24 LONGITUDINAL SUMMARY OF ITBS READING TOTAL MEDIANS FOR 1981-82 STUDENTS

Year	Grade	Black	Hispanic	Anglo/ Other	Total
81-82	8	26	33	73	55
80-81	7	28	33	72	55
79-80	6	21	28	70	53
81-82	7	31	34	73	57
80-81	6	28	32	75	58
79-80	5	27	31	72	53
81-82	6	30	38	78	62
80-81	5	30	39	79	61
79-80	4	28	33	77	59
81-82	5	31	37	76	59
80-81	4	28	35	75	56
79-80	3	33	37	73	57
81-82	4	35	34	73	53
80-81	3	39	39	74	56
79-80	2	43	37	82	61
81-82	3	38	48	75	60
80-81	2	42	50	83	65
79-80	1	53	55	82	68

ATTACHMENT E-59

STUDENTS TESTED BUT SCORES EXCLUDED FROM SCHOOL AND DISTRICT PROFILES, FOR 1980-81 AND 1981-82

ATTACHMENT E-59
(Page 1 of 2)

GRADE	Number of LEP 1 & 2 Tested but Excluded from Profiles		[1]Number of Sp. Ed. Tested but Excluded from Profiles		Number of Sp. Ed. Tested for Experience Only or Exempted & Excluded from Profiles		Total Number Excluded from Profiles		% of Total Tested Excluded from Profiles		[2]Total Number of Sp. Ed. Excluded from Profiles	
	1981	1982	1981	1982	1981	1982	1981	1982	1981	1982	1981	1982
K	-	91	-	117	-	5		213	-	5.8	-	222
1	147	166	108	225	-	43	255	464	6.2	10.7	108	298
2	73	84	162	204	-	64	235	352	5.9	8.8	162	268
3	67	67	258	194	-	57	325	318	7.9	8.2	258	251
4	55	79	284	242	-	88	339	409	7.8	10.0	284	330
5	38	53	336	203	-	106	374	362	8.9	8.5	336	309
6	49	48	291	228	-	139	340	415	8.7	9.9	291	367
1-6	429	497	1439	1326	-	497	1868	2320	7.6	9.4	1439	1823
7	48	56	30	14	-	55	78	125	2.0	3.1	30	69
8	50	44	32	41	-	24	82	109	2.1	2.9	32	65
7 & 8	98	100	64	55	-	79	160	234	2.1	3.0	64	134
9	68	74	218	195	-	69	286	338	6.8	7.7	218	264
10	44	45	153	143	-	31	197	219	5.1	6.4	153	174
11	29	47	96	88	-	19	125	154	3.6	4.7	96	107
12	10	29	30	17	-	12	40	58	1.3	2.0	30	29
9-12	151	195	497	443	-	131	648	769	4.2	5.2	497	574

[1] Tested for a valid score.

[2] Columns 2 + 3

ADDITION TO ATTACHMENT E-59

	Number Validly Tested and Included in 1982 Profiles	Number of Sp. Ed. Students Enrolled in 1982
K	3485	157
1	3887	543
2	3628	454
3	3581	510
4	3695	600
5	3893	564
6	3773	597
7	3934	511
8	3689	485
9	4067	619
10	3190	448
11	3139	334
12	2884	165
	(Took at least one test.)	

81.24

IMPACT OF RETENTION OF STUDENTS

Grade	Standard N 1981	Standard N 1981	Adjusted N 1981	Adjusted N 1982	Number of* Retainees 1981	Number of* Retainees 1982
1	3753	3813	3591	3540	162	275
2	3736	3589	3824	3751	- 88	-162
3	3782	3558	3796	3599	- 15	- 41
4	4005	3661	4035	3686	- 30	- 25
5	3808	3858	3820	3883	- 12	- 25
6	3557	3750	3560	3791	- 3	- 41
7	3714	3865	3668	3815	46	50
8	3795	3554	3815	3591	- 20	- 37

*Negative numbers indicate losses in number of students at that grade due to retention of students at other grades.

GRADE	VARIABLE	READING TOTAL 80-81	READING TOTAL 81-82	READING TOTAL DIFFERENCE	MATH TOTAL 80-81	MATH TOTAL 81-82	MATH TOTAL DIFFERENCE
1	Standard Median	2.12	2.10	- .02	1.86	1.87	+ .01
	Adjusted Median	2.15	2.14	- .01	1.87	1.88	+ .01
	Retainee Impact	- .03	- .04	- .01	- .01	- .01	0
2	Standard Median	3.10	3.15	+ .05	2.82	2.87	+ .05
	Adjusted Median	3.06	3.08	+ .02	2.79	2.81	+ .02
	Retainee Impact	+ .04	+ .07	+ .03	+ .03	+ .06	+ .03
3	Standard Median	3.94	4.10	+ .16	3.85	4.06	+ .21
	Adjusted Median	3.93	4.08	+ .15	3.84	4.04	+ .20
	Retainee Impact	+ .01	+ .02	+ .01	+ .01	+ .02	+ .01
4	Standard Median	4.97	4.88	- .09	4.87	4.85	- .02
	Adjusted Median	4.95	4.86	- .09	4.85	4.84	- .01
	Retainee Impact	+ .02	+ .02	0	+ .02	+ .01	- .01
5	Standard Median	6.21	6.13	- .08	6.01	6.01	0
	Adjusted Median	6.20	6.11	- .09	6.00	6.00	0
	Retainee Impact	+ .01	+ .02	+ .01	+ .01	+ .01	0
6	Standard Median	7.14	7.25	+ .11	7.07	7.10	+ .03
	Adjusted Median	7.14	7.22	+ .08	7.07	7.08	+ .01
	Retainee Impact	0	+ .03	+ .03	0	+ .02	+ .02
7	Standard Median	7.82	7.94	+ .12	7.88	7.92	+ .04
	Adjusted Median	7.84	7.97	+ .13	7.90	7.94	+ .04
	Retainee Impact	- .02	- .03	- .01	- .02	- .02	0
8	Standard Median	8.71	8.90	+ .19	8.73	8.87	+ .14
	Adjusted Median	8.68	8.88	+ .20	8.70	8.85	+ .15
	Retainee Impact	+ .03	+ .02	- .01	+ .03	+ .02	- .01

Definitions:

Standard Median (with retainees in actual grade) = A + B from this grade.

Adjusted Median (with retainees returned to their regular grade) = A + B from lower grade.

Retainee Impact = Difference between Standard Median and Adjusted Median.

A = regular students who were not retained.

B = retainees who were in the same grade in both 80-81 and 81-82.

Students included were tested both years on the test shown, were not LEP A or B in 81-82, and did not receive at least 1 hour per day in grades 1-6 or more than 3 hours per day in grades 7-8 of special education instruction in 81-82.

Medians were calculated using GE's in grades 1-8.

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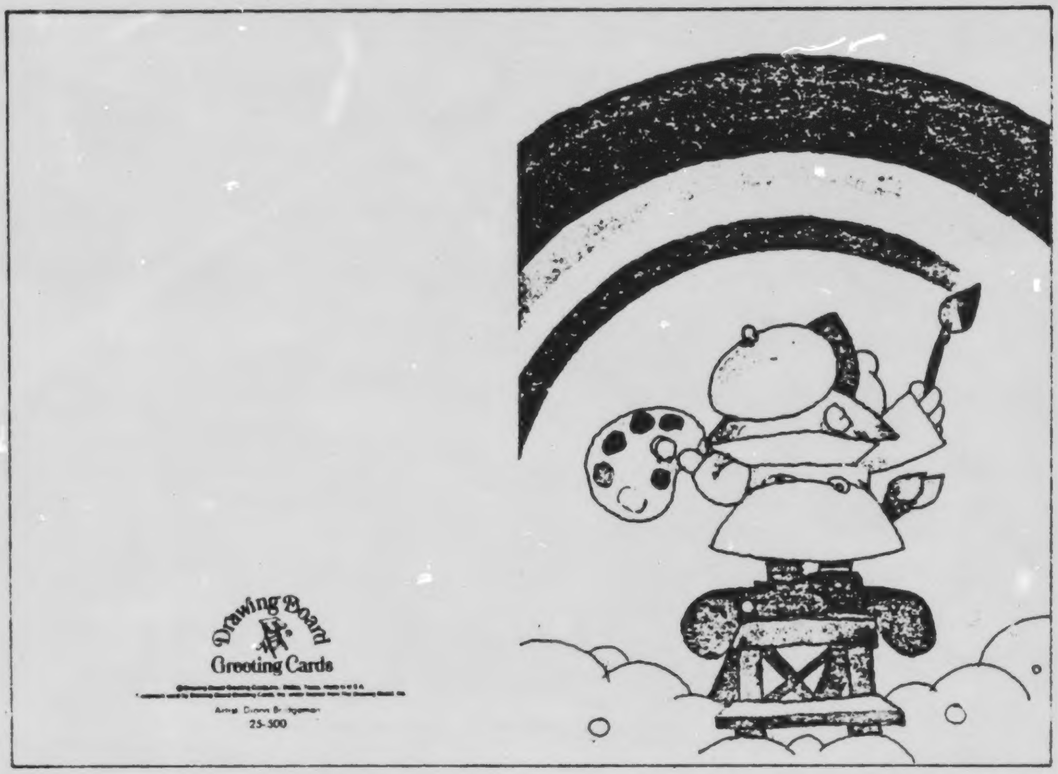
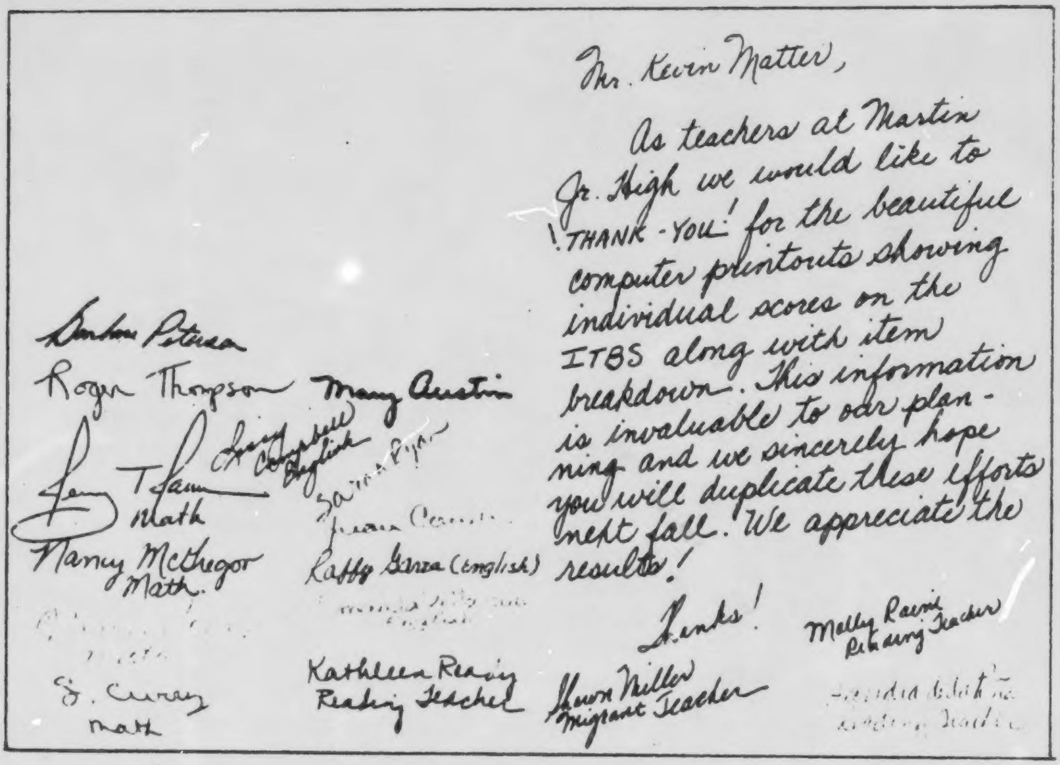
ATTACHMENT E-61

THANK YOU FROM MARTIN JUNIOR HIGH





Mr. Kevin Matter,

As teachers at Martin Jr. High we would like to !THANK-YOU! for the beautiful computer printouts showing individual scores on the ITBS along with item breakdown. This information is invaluable to our planning and we sincerely hope you will duplicate these efforts next fall. We appreciate the results!

Thanks!

Roger Thompson

Mary Austin

Math

Campbell
English

Nancy McGregor
Math.

Kathy Garza (english)

Kathleen Reany
Reading Teacher

Shawn Miller
Migrant Teacher

Molly Raine
Reading Teacher

G. Curry
math

81.24 ITBS READING TOTAL AND MATH TOTAL PERCENTILE RANGES SINCE 1979-80

GRADE	ETHNICITY	READING TOTAL						MATH TOTAL					
		1st-25th PERCENTILE			75th-99th PERCENTILE			1st-25th PERCENTILE			75th-99th PERCENTILE		
		79-80	80-81	81-82	79-80	80-81	81-82	79-80	80-81	81-82	79-80	80-81	81-82
1	Black	-	26	27	-	24	20	36	38	33	11	12	12
	Hispanic	-	24	22	-	24	24	31	28	25	14	17	16
	Other	-	9	8	-	61	58	-	10	10	-	45	44
	Total	-	17	16	-	42	40	21	21	19	27	30	29
2	Black	-	39	34	-	15	20	40	40	36	9	10	13
	Hispanic	-	33	30	-	19	19	36	31	27	12	16	17
	Other	-	9	8	-	59	58	-	10	10	-	41	43
	Total	-	22	20	-	38	39	24	22	20	26	27	29
3	Black	44	39	34	7	9	8	44	42	35	9	12	14
	Hispanic	40	37	24	11	11	15	38	36	23	12	15	23
	Other	-	9	7	-	45	47	-	13	9	-	45	49
	Total	23	23	17	28	28	30	25	26	18	30	30	35
4	Black	53	51	43	8	8	10	49	46	39	8	11	9
	Hispanic	45	44	44	13	12	11	39	37	38	14	12	11
	Other	-	11	11	-	47	43	-	12	13	-	40	39
	Total	27	27	27	34	30	27	24	25	25	32	27	25
5	Black	50	50	45	7	7	9	43	44	36	8	8	11
	Hispanic	45	43	40	9	14	11	34	34	29	12	13	14
	Other	-	10	9	-	53	49	-	9	9	-	48	46
	Total	26	25	24	32	35	32	21	21	19	30	32	31
6	Black	58	48	45	6	8	9	47	47	41	9	6	10
	Hispanic	48	41	37	9	11	13	39	34	34	13	14	14
	Other	-	10	8	-	49	50	-	10	9	-	46	47
	Total	27	24	21	29	33	34	23	23	21	31	31	33
7	Black	59	50	44	6	7	8	53	43	43	6	10	6
	Hispanic	53	45	40	8	10	11	41	35	32	12	13	15
	Other	-	9	9	-	46	47	-	11	11	-	45	46
	Total	30	25	23	28	30	32	26	22	21	31	31	31
8	Black	60	57	49	6	8	7	60	54	44	4	7	8
	Hispanic	52	49	42	8	10	12	45	42	36	10	12	14
	Other	-	12	10	-	45	48	-	14	14	-	45	46
	Total	31	28	24	27	31	32	31	27	24	27	31	32

NOTE: No figures are available for 1979-80 Other students or Reading Total in grades 1 and 2.

81.24 PROPORTION OF ALL AISD STUDENTS TAKING ITBS VOCABULARY TEST ACCOUNTED FOR BY ETHNIC GROUPS

		Proportion of Total		
Grade	Ethnicity	1980	1981	1982
1	Black	19%	21%	20%
	Hispanic	27%	30%	30%
	Other	54%	49%	50%
2	Black	19%	21%	20%
	Hispanic	26%	29%	29%
	Other	55%	50%	51%
3	Black	18%	20%	20%
	Hispanic	25%	29%	29%
	Other	57%	51%	52%
4	Black	17%	19%	20%
	Hispanic	23%	26%	29%
	Other	60%	55%	51%
5	Black	16%	17%	19%
	Hispanic	23%	25%	26%
	Other	61%	58%	55%
5	Black	16%	17%	17%
	Hispanic	24%	25%	25%
	Other	60%	58%	59%
7	Black	16%	16%	17%
	Hispanic	24%	25%	24%
	Other	60%	58%	59%
8	Black	18%	16%	17%
	Hispanic	24%	24%	24%
	Other	58%	59%	59%

ATTACHMENT E-64

AISD MEDIAN ITBS GRADE EQUIVALENT SCORES FOR 1981-82 BY LUNCH STATUS, ETHNICITY, AND GRADE, AND CORRELATION BETWEEN LUNCH STATUS AND ACHIEVEMENT

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ATTACHMENT E-64
(Page 1 of 2)

MATH TOTAL

GRADE	LUNCH STATUS	BLACK G.E.	BLACK (N)	HISPANIC G.E.	HISPANIC (N)	OTHER G.E.	OTHER (N)
1	Free/Reduced	1.54	(500)	1.62	(657)	1.95	(332)
	Full Price	1.70	(118)	1.88	(280)	2.26	(1235)
	(Correlation)	(.1548)		(.1888)		(.1964)	
2	Free/Reduced	2.48	(407)	2.57	(570)	3.04	(263)
	Full Price	2.63	(155)	2.83	(287)	3.31	(1051)
	(Correlation)	(.1008)		(.1793)		(.1419)	
3	Free/Reduced	3.45	(436)	3.58	(528)	4.29	(277)
	Full Price	3.84	(165)	4.10	(330)	4.55	(1147)
	(Correlation)	(.1918)		(.2658)		(.1777)	
4	Free/Reduced	4.26	(466)	4.25	(614)	4.98	(240)
	Full Price	4.55	(172)	4.90	(305)	5.51	(1207)
	(Correlation)	(.1447)		(.2801)		(.1797)	
5	Free/Reduced	5.15	(447)	5.30	(593)	6.03	(299)
	Full Price	5.41	(201)	5.90	(306)	6.81	(1447)
	(Correlation)	(.1825)		(.2490)		(.2115)	
6	Free/Reduced	5.81	(392)	6.00	(498)	6.95	(235)
	Full Price	6.48	(169)	7.04	(309)	8.03	(1578)
	(Correlation)	(.2321)		(.3278)		(.2069)	
7	Free/Reduced	6.57	(389)	6.86	(527)	8.03	(214)
	Full Price	7.41	(179)	7.82	(277)	8.79	(1549)
	(Correlation)	(.2327)		(.2742)		(.1749)	
8	Free/Reduced	7.52	(342)	7.64	(467)	8.68	(221)
	Full Price	8.22	(184)	8.76	(313)	9.76	(1561)
	(Correlation)	(.2317)		(.2939)		(.1928)	

READING TOTAL

GRADE	LUNCH STATUS	BLACK		HISPANIC		OTHER	
		G.E.	(N)	G.E.	(N)	G.E.	(N)
1	Free/Reduced	1.62	(500)	1.63	(653)	2.19	(333)
	Full Price	2.05	(118)	2.23	(279)	2.77	(1243)
	(Correlation)	(.1823)		(.3058)		(.2153)	
2	Free/Reduced	2.52	(400)	2.48	(564)	3.24	(272)
	Full Price	3.16	(156)	3.08	(288)	3.84	(1055)
	(Correlation)	(.2558)		(.3194)		(.2338)	
3	Free/Reduced	3.24	(434)	3.45	(560)	4.28	(267)
	Full Price	3.79	(162)	4.15	(310)	4.83	(1115)
	(Correlation)	(.2871)		(.3386)		(.2039)	
4	Free/Reduced	4.04	(459)	3.91	(605)	5.18	(232)
	Full Price	4.66	(166)	4.87	(298)	5.83	(1162)
	(Correlation)	(.2326)		(.3394)		(.1681)	
5	Free/Reduced	4.79	(441)	4.87	(591)	6.34	(289)
	Full Price	5.61	(199)	5.94	(296)	7.14	(1415)
	(Correlation)	(.2529)		(.3267)		(.2098)	
6	Free/Reduced	5.62	(392)	5.72	(486)	7.26	(234)
	Full Price	6.75	(170)	7.04	(295)	8.36	(1552)
	(Correlation)	(.2896)		(.3948)		(.2305)	
7	Free/Reduced	6.35	(384)	6.49	(542)	8.05	(212)
	Full Price	7.51	(181)	7.61	(276)	9.04	(1553)
	(Correlation)	(.3421)		(.3056)		(.2059)	
8	Free/Reduced	6.91	(343)	7.17	(468)	9.01	(221)
	Full Price	8.09	(184)	8.41	(317)	10.05	(1567)
	(Correlation)	(.3271)		(.3268)		(.1855)	

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Systemwide Evaluation

Appendix F

METROPOLITAN READINESS TEST (MRT)

81.24 Instrument Description: Metropolitan Readiness Tests (MRT)

Brief description of the instrument:

Eight tests that measure the skills needed in beginning reading and mathematics. These tests can be grouped into the following skills areas: auditory, visual, language, and quantitative. The battery composite contains a total of 97 items.

To whom was the instrument administered?

All first-grade students.

How many times was the instrument administered?

Once, to all first-grade students.

When was the instrument administered?

September 8 - 11, 1981. Make-up tests were administered the following week.

Where was the instrument administered?

In the classroom.

Who administered the instrument?

The classroom teacher.

What training did the administrators have?

Written instructions from ORE were provided to the counselor and principal. Any teacher inservice training that occurred was the responsibility of the counselor or principal on each campus, and was not monitored by ORE.

Was the instrument administered under standardized conditions?

Standardized instructions were distributed. Individual variations in administration procedures may have occurred.

Were there problems with the instrument or the administration that might affect the validity of the data?

No known problems.

Who developed the instrument?

The 1933 version was developed by Dr. Gertrude H. Hildreth; the 1976 version was written by Joanne R. Nurss and Mary E. McGauvran.

What reliability and validity data are available on the instrument?

Reliability and validity data are available in the Teacher's Manual, Part II on pp. 24-25. The reliability of the Form P subtests, as summarized by Kuder-Richardson Formula 20 coefficients and split-half correlations, range from .72 to .95.

Are there norm data available for interpreting the results?

The standardizing sample of 18,002 first graders was chosen to represent a variety of geographic regions, community sizes, and socio-economic levels, from 17 school districts. The norming study, completed in fall, 1974, was fairly representative.

METROPOLITAN READINESS TESTS

Purpose

The purpose of this appendix is to provide information relevant to the following decision and evaluation questions:

> Basic Skills Decision Question D-1: Based on the data from the 1981-82 school year, should the five-year priorities plan for improvement of basic skills be implemented as planned?
>
> > Evaluation Question D1-1: How did AISD elementary and junior high school students perform in 1981-82:
> >
> > a) compared to the nationwide norming sample?
> > b) compared grade by grade?
> > c) compared to the urban district norming sample?
> > d) compared to previous years' achievement scores?

Procedure

Data Collection

The Metropolitan Readiness Tests (MRT) were administered during the week of September 8th. Make-up testing, if required, was given between September 14th and 18th.

All first-grade students were to be administered the tests, with two exceptions:

1) special education students whose ARD Committee determined they should be exempt, and
2) students identified as dominant or monolingual in a language other than English.

No systematic effort was made to collect information on the number of students who were exempted or on the number of students who were absent from the testing. However, approximately 94% of the first-grade students in AISD did participate in the testing. This percentage is based on the number of valid MRT scores (4163) divided by the first-grade districtwide membership (4426) as of the third Wednesday of the school year (September 9, 1981). Membership (enrollment) data are compiled by the Department of Pupil Services.

ORE provided each school with detailed instructions in the management of the MRT testing activities. These instructions are shown in Attachments F-1 and F-2.

Since it was important that the readiness information provided by the MRT be available to teachers as soon as possible, teachers scored the tests for their own students. ORE asked each teacher to record these scores on a Class Record Sheet and return one completed copy of this sheet to ORE for processing. An example of the Class Record Sheet is shown in Attachment F-3. After processing this information, ORE returned computer printouts to the respective teachers.

Data Analyses

In the 1976-77 school year, AISD adopted a revised form of the MRT (normed in 1974-75) for assessing the learning readiness of first-grade students in Austin. Testing results from years previous to 1976-77, when the old (1965) version of the MRT was utilized, are not directly comparable to the data for the past six years. Therefore, data collected prior to the 1976-77 school year were not included in the analyses.

The districtwide distribution of stanine scores for 1981-82 is compared with the distributions for 1976-77 through 1980-81 for each of the four basic scales of the MRT and for the Pre-Reading Composite (consisting of the combined scores for the auditory, visual, and language scales). Median percentiles for the Pre-Reading Composite are also compared across years. In addition, AISD test scores are compared to the national norms.

Results

AISD Compared to National Norms

Figures F-1 and F-2 describe how AISD students' scores compare with the scores of the national sample. Figure F-1 presents the percentage of students scoring at each stanine level. Figure F-2 presents the percentage of students scoring in the various stanine ranges. Inspection of these figures reveals that:

1. In the area of quantitative skills, AISD had nearly the same percentage of students scoring in the upper three stanines as did the national sample. On the auditory, visual, language, and pre-reading scales, AISD had a higher percentage of students scoring in the upper stanine ranges than did the national sample (4-12% higher). The difference between AISD and the national sample was most pronounced in auditory skills. On this scale, 12% more AISD students (35%) than national sample students (23%) scored in the upper three stanines.

2. Compared to the national sample, AISD had a smaller percentage of students scoring in the lower three stanines in all five skill areas (2-8% lower).

STANINE	Auditory Skills	Visual Skills	Language Skills	Pre-Reading Skills	Quantitative Skills	National Norm Distribution
9	10%	5%	10%	7%	6%	4%
8	13%	6%	9%	6%	5%	7%
7	11%	17%	11%	14%	13%	12%
6	18%	15%	10%	19%	14%	17%
5	18%	22%	20%	21%	21%	20%
4	13%	17%	18%	16%	22%	17%
3	10%	10%	12%	10%	11%	12%
2	3%	6%	6%	4%	5%	7%
1	2%	3%	3%	3%	4%	4%

Figure F-1: DISTRIBUTION OF THE PERCENTAGE OF STUDENTS SCORING AT EACH STANINE FOR THE 1981-82 MRT DISTRICTWIDE TESTING AND FOR THE NATIONAL NORMING SAMPLE.

STANINE	Auditory Skills	Visual Skills	Language Skills	Pre-Reading Skills	Quantitative Skills	National Norm Distribution
7-9	35%	28%	30%	27%	24%	23%
4-6	49%	54%	48%	56%	57%	54%
1-3	15%	19%	21%	17%	20%	23%

Figure F-2: DISTRIBUTION OF THE PERCENTAGE OF STUDENTS SCORING IN EACH STANINE RANGE FOR THE 1981-82 MRT DISTRICTWIDE TESTING AND FOR THE NATIONAL NORMING SAMPLE.

AISD in 1981-82 Compared to Previous Years

Figure F-3 details the districtwide distribution of stanine scores on each of the four basic scales of the MRT and on the Pre-Reading Composite, for 1978-79 through 1981-82. In Figure F-4 these percentages are summed for all scales into three stanine ranges: low (stanines 1-3), average (stanines 4-6) and high (stanines 7-9). Inspection of these figures reveals:

1. With few exceptions, the percent of AISD students scoring in the high stanine ranges (7-9) has steadily increased over the four-year period.
2. The percent of AISD students scoring in the high stanine ranges in 1981-82 equals or exceeds the percent for any other year on all five scales.
3. With few exceptions, the percent of AISD students scoring in the low stanine ranges (1-3) has steadily decreased over the four-year period.
4. The percent of AISD students scoring in the low stanine ranges in 1981-82 is equal to or less than the percent for any other year on all five scales.
5. The gains over the four-year period have been most pronounced in the area of Auditory Skills and least pronounced in the area of Quantitative Skills.
6. In every year except 1978-79, Auditory Skills has been the basic scale on which the highest percent of AISD students scored in the high stanine ranges.
7. In 1978-79, Language Skills was the basic scale on which the highest percent of AISD students scored in the high stanine ranges. However, in all four years Language Skills has also been the basic scale on which the highest proportion of AISD students has scored in the low stanine ranges.

Figures F-5, F-6, and F-7 serve to further illustrate the trends in MRT scores.

STANINE	AUDITORY SKILLS				VISUAL SKILLS				LANGUAGE SKILLS				PRE-READING SKILLS				QUANTITATIVE SKILLS			
	78-79	79-80	80-81	81-82	78-79	79-80	80-81	81-82	78-79	79-80	80-81	81-82	78-79	79-80	80-81	81-82	78-79	79-80	80-81	81-82
9	7%	8%	8%	10%	3%	3%	3%	5%	8%	9%	9%	10%	4%	5%	6%	7%	4%	4%	5%	6%
8	9%	10%	11%	13%	6%	5%	6%	6%	8%	9%	8%	9%	4%	5%	6%	6%	5%	5%	5%	5%
7	8%	10%	10%	12%	13%	15%	16%	17%	9%	9%	10%	11%	11%	12%	12%	14%	12%	13%	13%	13%
6	17%	18%	17%	18%	14%	14%	13%	15%	11%	11%	10%	10%	15%	17%	17%	19%	14%	14%	14%	14%
5	17%	18%	18%	18%	22%	22%	21%	22%	20%	20%	21%	20%	21%	21%	21%	21%	19%	19%	20%	21%
4	18%	16%	16%	13%	19%	19%	17%	17%	19%	18%	18%	18%	18%	18%	17%	16%	21%	22%	22%	22%
3	16%	13%	12%	10%	11%	11%	12%	10%	14%	13%	13%	12%	14%	12%	11%	10%	12%	12%	13%	11%
2	5%	5%	4%	3%	8%	7%	7%	6%	7%	8%	7%	6%	7%	6%	7%	4%	6%	6%	6%	5%
1	3%	3%	3%	2%	5%	4%	4%	3%	4%	4%	4%	3%	5%	4%	4%	3%	5%	5%	4%	4%

Figure F-3. DISTRIBUTION OF THE PERCENTAGE OF STUDENTS SCORING AT EACH STANINE FOR THE MRT DISTRICTWIDE, 1978-79 THROUGH 1981-82.

STANINE RANGE	AUDITORY				VISUAL				LANGUAGE				PRE-READING				QUANTITATIVE			
	78-79	79-80	80-81	81-82	78-79	79-80	80-81	81-82	78-79	79-80	80-81	81-82	78-79	79-80	80-81	81-82	78-79	79-80	80-81	81-82
7-9	24.1%	28.0%	28.6%	34.8%	21.6%	23.5%	25.1%	28.0%	25.2%	26.4%	28.1%	30.4%	20.1%	22.3%	23.3%	27.2%	21.2%	22.2%	22.2%	23.9%
4-6	52.1%	51.2%	52.1%	50.1%	54.4%	54.9%	52.3%	53.9%	50.0%	49.1%	48.6%	48.2%	54.6%	55.7%	55.3%	56.2%	55.2%	54.9%	54.9%	56.8%
1-3	23.8%	20.8%	19.3%	15.1%	24.0%	21.7%	22.6%	18.1%	24.8%	24.5%	23.3%	21.4%	25.3%	22.0%	21.4%	16.7%	23.7%	23.0%	22.9%	19.3%

Figure F-4. PERCENTAGE OF STUDENTS SCORING IN EACH STANINE RANGE ON EACH SCALE OF THE MRT, 1978-79 THROUGH 1981-82.

STANINE RANGE	SKILLS AREAS				
	AUDITORY	VISUAL	LANGUAGE	PRE-READING	QUANTITATIVE
HIGH 7-9	+ 6.2%	+ 2.9%	+ 2.3%	+ 3.9%	+ 1.7%
AVERAGE 4-6	- 2.0%	+ 1.6%	- .4%	+ .9%	+ 1.9%
LOW 1-3	- 4.2%	- 4.5%	- 1.9%	- 4.7%	- 3.6%

Figure F-5. DIFFERENCES BETWEEN THE PERCENTAGE OF STUDENTS SCORING IN EACH STANINE RANGE IN 1980-81 AND IN 1981-82. Differences are computed as the percentage of students scoring in each stanine range in 1981-82 minus the percentage of students in that range in 1980-81.

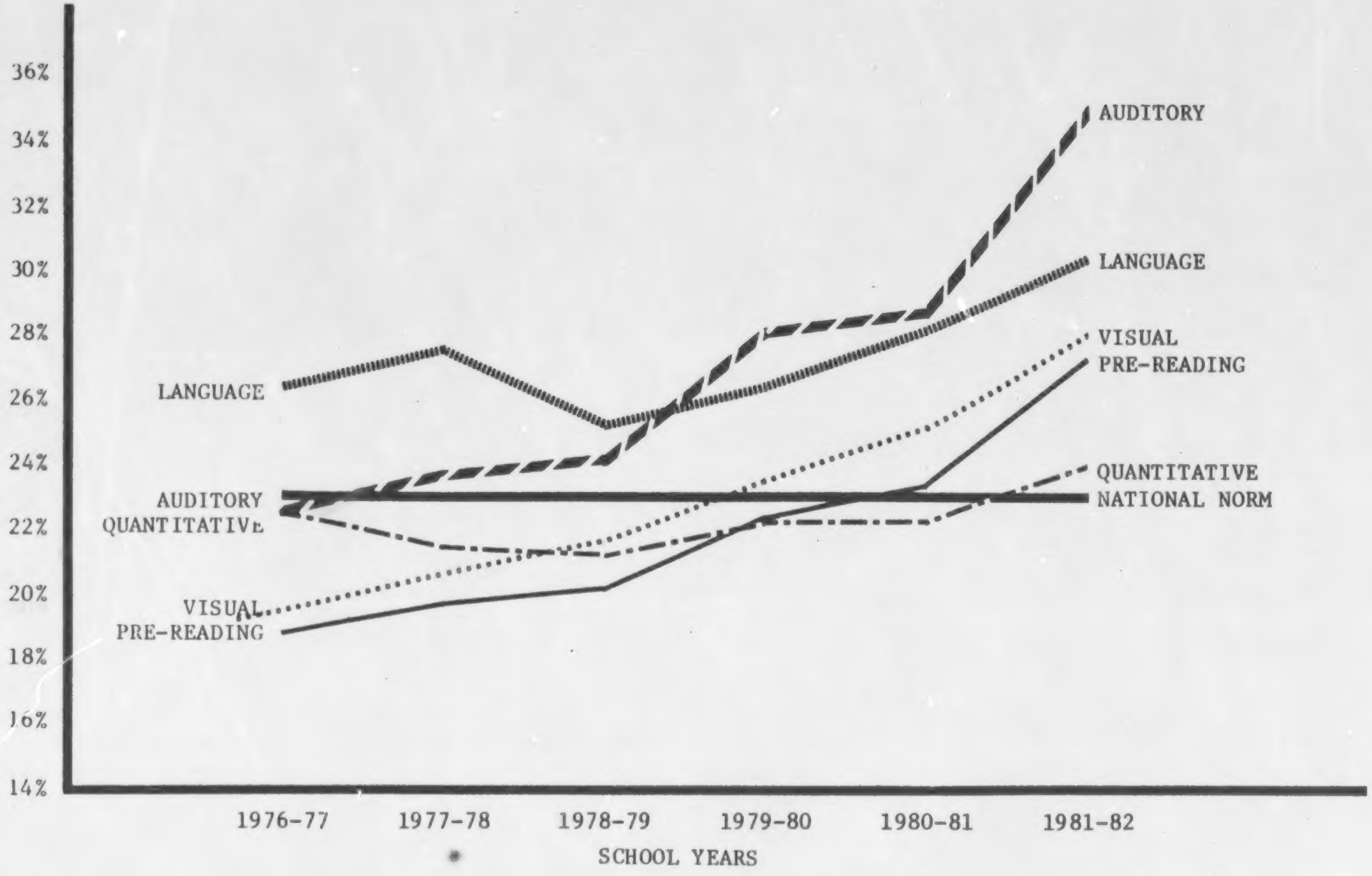

Figure F-6. PERCENTAGE OF AISD STUDENTS SCORING IN THE UPPER THREE STANINES, COMPARED TO THE NATIONAL NORM. 1976-77 through 1981-82 administrations of the MRT.

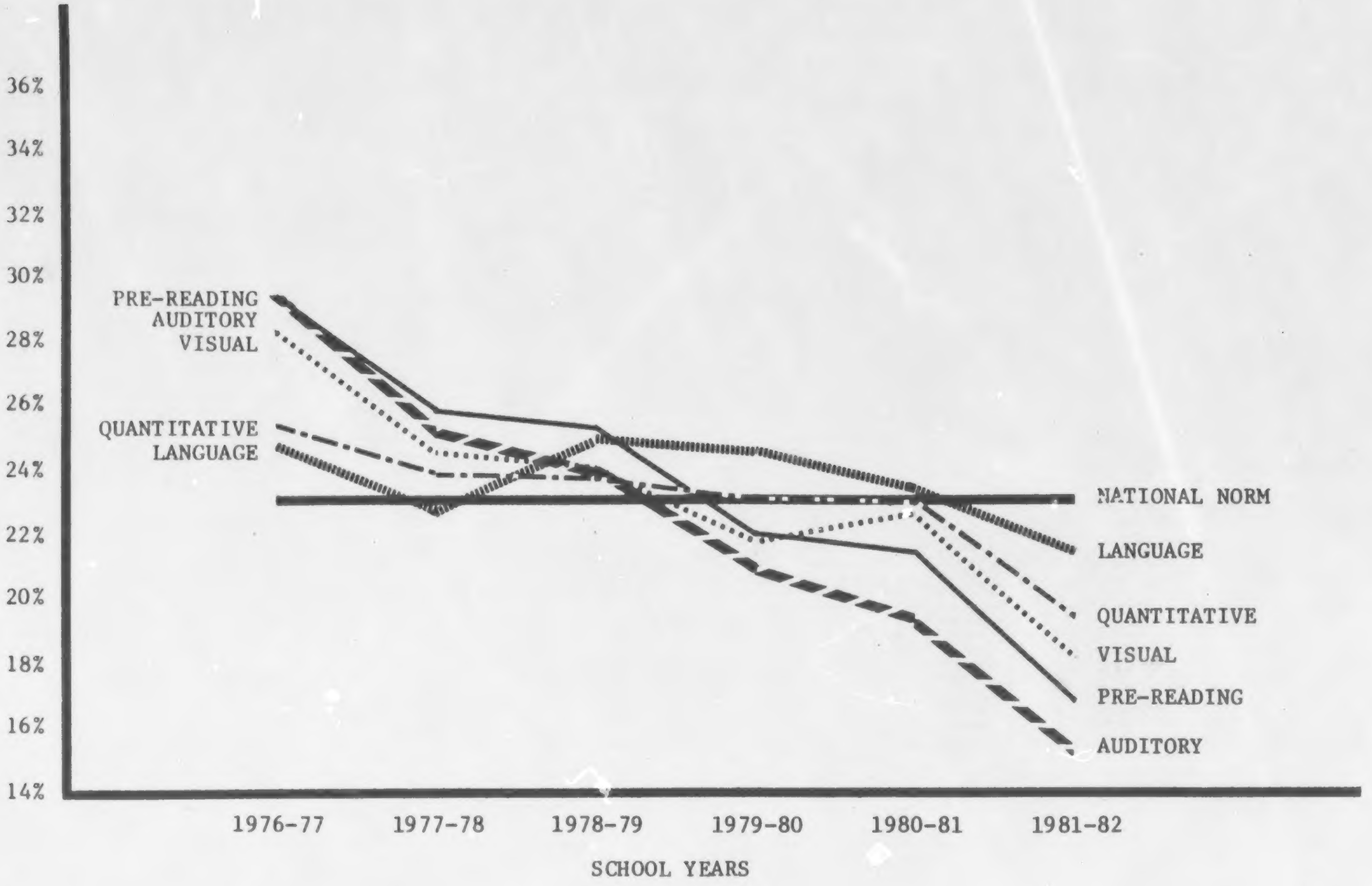

Figure F-7. PERCENTAGE OF AISD STUDENTS SCORING IN THE LOWER THREE STANINES, COMPARED TO THE NATIONAL NORM. 1976-77 through 1981-82 administrations of the MRT.

The median percentile scores for the Pre-Reading Composite for the past several years are:

Year	Median Percentile
1976-77	42
1977-78	46
1978-79	46
1979-80	51
1980-81	51
1981-82	55

Both the stanine and percentile scores illustrate that AISD first graders have shown improved performance over the last six years on the MRT. AISD Pre-Reading Composite scores on the MRT exceed the national norm for the third straight year.

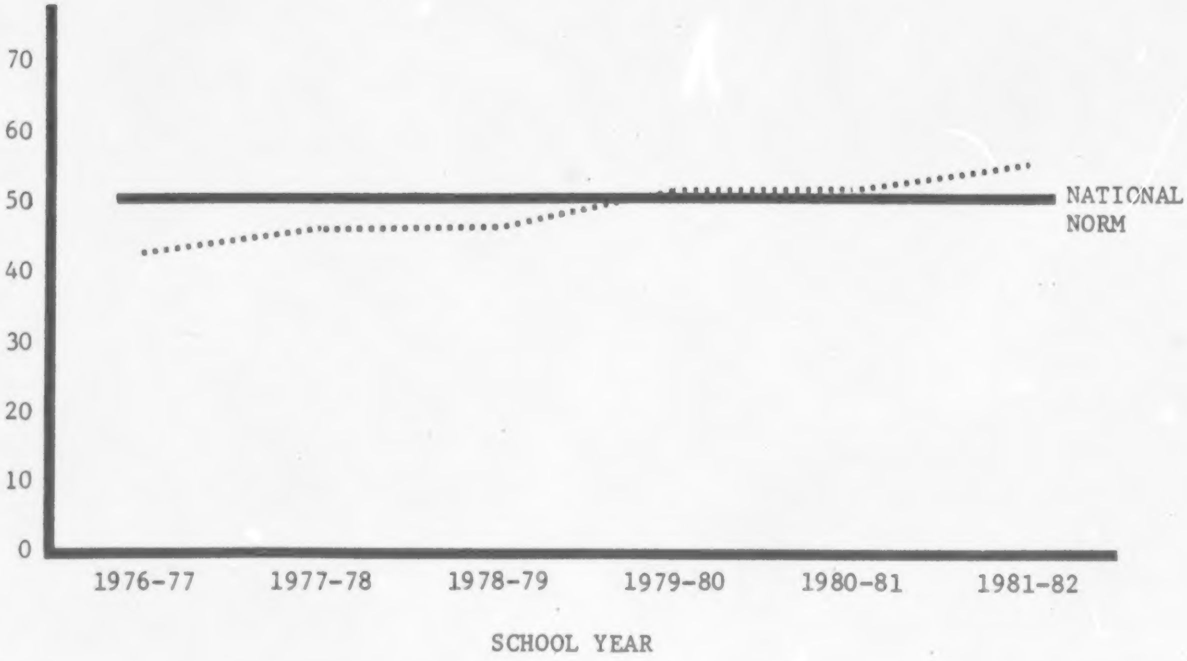

Figure F-7. MRT median pre-reading percentile for AISD entering first graders since 1976-77.

ATTACHMENT F-1

MRT BUILDING TEST COORDINATOR CHECKLIST

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

METROPOLITAN READINESS TESTS

Fall, 1981

BUILDING TEST COORDINATOR CHECKLIST

PRIOR TO OR DURING THE WEEK OF SEPTEMBER 1-4

1. Inventory all materials received. For each first-grade student, first-grade teacher, and yourself, you must have:
   - One Practice Test Booklet (blue).
   - One Regular Test Booklet (green).

   For each first-grade teacher and yourself, you must have:
   - One Teacher's Manual (Part I).
   - One Teacher's Manual (Part II).
   - One Scoring Key.
   - One Teacher Checklist.

   For each first-grade teacher with 20 or fewer students, you need one Class Record Sheet. For each first-grade teacher with more than 20 students, you need two Class Record Sheets.

Please make certain that you have enough materials for your school. If you need additional materials, call Rick Battaile or Phil Jones at 458-1227.

2. Read the rest of this checklist, the Teacher Checklist, and Part I of the Teacher's Manual so you will be familiar with the whole testing procedure.

3. Distribute materials to teachers. See Item 1 on the Teacher Checklist for a list of the materials each teacher needs. (Teachers will supply crayons to their students.)

4. Advise your teachers of any special instructions, including:
   - When to administer the practice test and the four "sittings" of the regular test. (Note the information in the Teacher's Manual (Part I, page 7) and Items 5, 6, and 7 on the Teacher Checklist.) You may need to coordinate teachers so that no more than 15 students are tested in the same room at the same time.
   - Whether or not you want the optional Copying Test to be administered.
   - When to return their completed Class Record Sheets to you. (These must be sent to ORE no later than Friday, September 18.)
   - When to return the unmarked test booklets, Teacher's Manuals, and Scoring Keys to you.

BTC/MRT-page 2

NO LATER THAN FRIDAY, SEPTEMBER 18

5. Collect the white copy of each teacher's Class Record Sheet.

6. Mail all of these Class Record Sheets, for all of your teachers, together, in one envelope, to:

MRT
Box 79, Office of Research and Evaluation
Carruth Administration Building

NO LATER THAN THURSDAY, SEPTEMBER 24

7. From each teacher, collect:
   - All unmarked Practice (blue) and Regular (green) Test Booklets.
   - The Teacher's Manuals (Parts I and II).
   - The Scoring Key.

8. Mail all these materials to:

MRT
Box 79, ORE
Carruth Administration Building

Thanks!

ATTACHMENT F-2

MRT TEACHER CHECKLIST

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AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

METROPOLITAN READINESS TESTS

Fall, 1981

TEACHER CHECKLIST

BEFORE THE WEEK OF SEPTEMBER 8-11

1. Inventory materials received from the Building Test Coordinator. You must have:
   - . One Practice Test Booklet (blue) for each student and yourself.
   - . One Regular Test Booklet (green) for each student and yourself.
   - . A Teacher's Manual (Part I).
   - . A Teacher's Manual (Part II).
   - . A Scoring Key.
   - . One or two Class Record Sheets.

Note: Crayons, to be used by students to mark their answers, should be provided by each teacher.

2. Read the rest of this checklist for an overview of the entire testing procedure. (The Building Test Coordinator will have some other instructions for you, including the deadline for returning your completed Class Record Sheet.)

3. Identify students exempt from testing. The following students are not required to take the MRT but may be tested at your option:
   - . Special education students whose ARD Committee has determined should be exempt.
   - . Students identified to be in LEP (limited-English proficient) Language Categories A and B.

4. Complete additional preparations listed in the Teacher's Manual (Part I, Items 1-7, page 4).

5. Administer the practice test. This must be done at least one full day before the regular testing to allow additional practice time for pupils who need it.

Note: The practice test is required. It helps familiarize students with test-taking skills (such as understanding that each picture represents a different answer, knowing how to use a crayon to mark an answer, etc.). Use of the stanine and percentile scores for the MRT will be invalid unless the practice test is given prior to the regular testing.

DURING THE WEEK OF SEPTEMBER 8-11

6. Administer the regular testing exactly as prescribed in the Teacher's Manual (Part I) and in other instructions provided by the Building Test Coordinator.
   - The MRT should be administered in groups of no more than 15 pupils. (See "Form testing groups" in the Teacher's Manual, Part I, page 7.)
   - The eight tests in the regular test battery should be given in four different "sittings," with at least one nontest activity between each "sitting."

7. Score the tests, following the directions on the Scoring Key. (Do not follow Direction #8 of the Scoring Key. This will be done by ORE.) Using pencil only, record the scores on the Class Record Sheet. To expedite processing and reporting of scores, please make every effort to provide the correct student number for each student. Also, be sure to write your Social Security number in the appropriate place on the Class Record Sheet.

Note: Close attention to the following will prevent scoring errors that have occurred in the past:

- Be careful not to include the sample items in the total number right.
- Each score should be expressed as a two-digit number. A score of six right answers will be recorded as $\boxed{0\,|\,6}$.
- If the student answered no items correctly, you should record $\boxed{0\,|\,0}$. If the student did not take the test, leave the appropriate columns blank $\boxed{\,|\,}$.
- The maximum possible score for each test is printed on the Class Record Sheet. A student's score must not exceed the maximum score for that test.

DURING THE WEEK OF SEPTEMBER 14-18

8. Administer all make-up testing. Score the make-up tests and record each student's score on the Class Record Sheet.

9. By noon, Friday, September 18 (or earlier if the Building Test Coordinator requests), turn in the white copy of your Class Record Sheet to the Building Test Coordinator. Retain the yellow copy for your own reference.

BY THURSDAY, SEPTEMBER 24

10. Return the following materials to the Building Test Coordinator:
    - All unmarked test booklets (blue Practice Booklets and green Regular Booklets).
    - The Teacher's Manual (Parts I and II).
    - The Scoring Key.

Note: You will keep all used test booklets. Please help assure the confidentiality of the test results and the security of the test by filing them in a secure place. When disposing of the test booklets, please keep these same considerations in mind.

Thanks! You should receive the MRT results in a few weeks.

81.24

Page _____ of _____ Pages

METROPOLITAN READINESS TESTS
CLASS RECORD SHEET

SCHOOL CODE

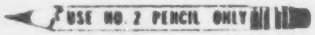
NO. OF STU. EXPECTED

DO NOT MARK IN THIS AREA

SCHOOL ☐☐☐☐☐☐☐☐☐☐☐☐☐☐

TEACHER NAME ☐ . ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
(Init.) (Last name)

TEACHER SOC. SEC. NO. ☐☐☐-☐☐-☐☐☐☐



RAW SCORES (NO. RIGHT)

	STUDENT NAME (Print 1 Letter Per Box)					PRE-READING COMPOSITE							
						AUDITORY AREA		VISUAL AREA		LANGUAGE AREA		QUANTITATIVE AREA	
	LAST NAME	FIRST NAME	M.I.	STUDENT NO.	SEX (M or F)	Test 1 max 13	Test 2 max 16	Test 3 max 10	Test 4 max 16	Test 5 max 09	Test 6 max 08	Test 7 max 08	Test 8 max 15
Ex	DENT	STUART	A	1902703	M	09	11	07	08	06		00	05
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													
16													
17													
18													
19													
20													

☐☐ = test not taken

0 0 = no items answered correctly

F-18

MRT CLASS RECORD SHEET

ATTACHMENT F-3

ATTACHMENT F-4

MRT DISTRIBUTION OF REPORTS

MRT 1981-82
Distribution of Reports

Report	# Copies Printed and Recipient
Report A - Alphabetic listing of individual student scores on each subtest, by classroom	1 Schools 1 ORE (Paper replaced by microfiche) 2 Total
Report B - Classroom rank-order listing of student stanine scores on each subtest	1 Schools 1 ORE (Paper replaced by microfiche) 2 Total
Report C - Gummed student score labels, alphabetic by classroom	1 Schools
Report D - Schoolwide stanine summary	1 Schools 3 Primary Instructional Coordinator Clusters 1 Associate Superintendent for Instruction 1 Assistant Superintendent, Elementary 1 Director of Elementary School Curriculum 1 Director of Elementary School Management 1 ORE 9 Total
Report E - Districtwide stanine summary	45 Schools 3 Primary Instructional Coordinator Clusters 1 Associate Superintendent for Instruction 1 Assistant Superintendent, Elementary 1 Director of Elementary School Curriculum 1 Director of Elementary School Management 1 ORE (white paper) 53 Total

Revised 9/17/81

Systemwide Evaluation

Appendix G

TEXAS ASSESSMENT OF BASIC SKILLS (TABS)

472

Instrument Description: Texas Assessment of Basic Skills (TABS)

Brief description of the instrument:

The Texas Assessment of Basic Skills (TABS) is a state-mandated, criterion-referenced testing program. During the spring of 1980, all fifth and ninth graders were tested to assess their performance in the areas of reading, mathematics, and writing. In 1981, third graders were included in the testing. Basic Skills in the three areas are measured by objectives using multiple-choice items. Writing performance is additionally assessed by a writing sample.

To whom was the instrument administered?

All third, fifth, and ninth graders and those students in tenth and eleventh grades who did not meet state competency on the TABS in 1980 or 1981. Exemptions were granted for special education reasons.

How many times was the instrument administered?

Once to each student.

When was the instrument administered?

The test was administered at each school sometime during February 15-17, 1982. Make-ups were administered February 18-19, 1982.

Where was the instrument administered?

In AISD schools, in classrooms or large-group testing areas.

Who administered the instrument?

Authorized school staff: teachers, counselors, administrative staff. Teachers were permitted to test their own students beginning in 1981.

What training did the administrators have?

Manuals containing written instructions were provided to each test administrator. A two-hour workshop, as well as manuals and other written instructions, were provided by ORE to all school coordinators. School coordinators were responsible for training test administrators.

Was the instrument administered under standardized conditions?

Instructions were the same, but length of testing (the test was untimed) and testing environments varied to some extent across schools.

Were there problems with the instrument or the administration that might affect the validity of the data?

None that are known. However, since technical data about the instrument have been unavailable, ORE cannot judge the validity of the instrument.

Who developed the instrument?

Texas Education Agency (TEA).

What reliability and validity data are available on the instrument?

Very little. Ratings of the reliability of writing sample scorers may be available through TEA.

Are there norm data available for interpreting the results?

Schools can compare their performance against overall AISD performance by grade and ethnicity. AISD can compare its performance against last year's statewide performance. Information on statewide performance for 1982 should be available by fall 1982.

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TEXAS ASSESSMENT OF BASIC SKILLS (TABS)

Purpose

The purpose of this appendix is to provide information relevant to the following information needs:

Information Needs Question I2: How did Austin ISD students perform, by grade and ethnicity, on the Texas Assessment of Basic Skills (TABS)?

Information Needs Question I3: How did the performance of Austin ISD students on the TABS in 1981-1982 compare, by grade and ethnicity, with the performance of students in Austin ISD who took the test in 1980-81 and 1979-80?

Information Needs Question I4: How did current AISD 10th and 11th graders who did not score 30 or higher on the TABS in 1980-81, score on the TABS, by ethnicity, in 1981-82?

Information Needs Question I5: What percentage of Austin ISD students, by ethnicity, who took the TABS in 1981-82 did not meet state minimum competency levels?

Information Needs Question I6: How does the percentage of students who took the TABS in 1981-82 and did not meet state minimum competency levels compare with the percentages for 1980-81 and 1979-80?

Additional information about the TABS is contained in the TABS Technical Report for spring, 1982 (Publication Number 81.58) and in the Summary of Spring, 1981 Texas Assessment of Basic Skills (TABS) Results for AISD (Publication Number 80.85).

Procedure

Data Collection: Test Administration

The 1982 Texas Assessment of Basic Skills (TABS) was administered districtwide in grades 3, 5, and 9 on February 15 through February 19, 1982. Some students in grades 10 and 11 who had not previously demonstrated mastery of the TABS objectives also took the test. Make-up testing was conducted the same week.

Data Collection: Preadministration Procedures

The 1981-82 school year was the third year that the Texas Assessment of Basic Skills (TABS) was administered districtwide in grades 5 and 9. It was the second year it was administered districtwide in grade 3 and to some students in grade 10, and the first time it was administered to some students in grade 11. There was much preparation for the 1982 TABS because of the problems experienced with the first two TABS administrations in 1980 and 1981.

A number of areas of concern about the TABS received special attention by ORE staff. These included:

- test dates,
- coding of student information,
- exit-level test takers,
- student exemptions,
- training of AISD personnel,
- standardized test administration,
- invalidation,
- proctors for high schools,
- test security, and
- field testing of TABS items.

Test dates. TEA set aside February 15 through February 26, 1982 for administration of the 1982 TABS. Although districts were allowed to test at any time during this period, restrictions in time for inspecting, completing, and repackaging materials after testing made it imperative for Austin ISD to limit testing to the week of February 15 through 19, make-ups included, thus allowing eight days to finish processing the materials before the March 4 pick-up date set by TEA.

Coding of student information. For the first time since the beginning of the TABS testing in 1980, TEA offered a demographic data pregridding (preslugging) option for those school districts with the necessary technical capability. This year on a trial basis, the pregridding included only grade 5 and exit level. Data to be pregridded included name, ID number, sex, birthdate, ethnicity, participation in free or reduced-price meal, Title I, migrant instructional, bilingual, special education, and/or gifted/talented programs, as well as classification as LEP (Limited English Proficiency) student (Attachment G-1). The data tape containing this information was due at Westinghouse Data Score Systems November 2, 1981, and was current as of October 30, 1981. A 10% mobility was expected between the date on which data were included in the tape and the February 15, 1982 testing date.

An updated data tape was generated the third week of January and a printout of all the discrepancies was obtained. A demographic data printout was obtained for all schools for grade 3 students. After comparing 1982 enrollment files with 1980 and 1981 TABS data tapes, printouts were generated with the retest status of exit-level students (grades 9, 10, and 11). In order to reduce as much as possible the burden on the schools, the coding of all available data was done at ORE, requiring 309 hours of hired temporary coders. This left the coding of answer documents for new students, corrections of pregridded documents, addition of free or reduced-price meal program information, and retest status at exit level to be done by school personnel, under the supervision of the TABS school coordinator.

The coding of these data, however, was not complete in many cases and 241 coder-hours were required to complete the coding and repackaging materials following TEA specifications. A total of 550 hours costing the District $2,138.12 were required to complete the TABS materials.

Exit-level test takers. Section 16.176 (c) of the Texas Education Code requires that the TABS be administered to all students in grades 3, 5, and 9. It also states that:

> All ninth-grade students who fail to demonstrate adequate mastery of minimum exit-level competencies shall be given the opportunity to retake the assessment instrument each year the assessment instrument is administered.

School coordinators received instructions to test every student in grade 9, regardless of whether they had taken the TABS previously or not. A space was provided in the answer documents for the school to indicate if exit-level students (grades 9, 10, or 11) were taking the test for the first time or retaking it.

ORE provided each school coordinator with two printouts with the data needed to complete the retest status grids in the answer documents. The first printout included every student currently enrolled in grade 9 who had a record of having taken the TABS test in Austin ISD either in 1980 or 1981. The second printout included all the students currently enrolled in grades 10 and 11 who had not demonstrated mastery for either of the three areas (they either had a score below the state competency level or they did not have a score at all in the 1980 and 1981 records). Students in this second printout were "invited" (not required) to take the TABS in 1982. How the students were to be invited was left up to the schools. Each school coordinator had a different method. They ranged from announcements over the P.A. system to calling each student individually and advising them to take the test. The number of students accepting the invitation ranged from two in one high school to all the eligible students in another high school.

Student exemptions. The exemption policy used in the administration of the TABS was that set by the State Board of Education in Policy 38.01.030(a)(2). In accordance with this policy, the LST/ARD Committee on each campus determined the TABS testing status of each special education student. A printout (Attachment G-2) was given to each TABS school coordinator with the testing status of each special education student in terms of three categories for each TABS section (reading, math, and writing):

V = The student should take this section and the score will be valid.

E = The student should take this section for experience only (this section would not be scored).

Blank = The student should not take this TABS section.

Any special testing procedure which the ARD committee considered should be used in testing each student was listed also. Instructions to the TABS school coordinators were supplied through Keeping Tabs on TABS, issue 3, page three (Attachment G-3) and a cover page for the printouts (Attachment G-2).

School coordinators expressed, like in previous years, their disagreement with TEA's decision of not exempting LEP students, especially those monolingual in a language other than English.

Standardized test administration. In consideration of the special nature of the TABS--a criterion-referenced test administered on a statewide basis--and of the importance of test information in general during the second year of desegregation in AISD, particular attention was devoted to making the TABS administration as standardized as possible.

The SCE Evaluator, who acted as the TABS District Coordinator for Austin ISD, attended two training sessions on the TABS (one at the Joint Urban Evaluation Council, December 14, 1981 and one at ESC XIII, January 7, 1982). Both presentations consisted of a video tape of TEA staff explaining testing procedures.

Four training sessions were offered to school coordinators, who were required to attend one (Attachment G-3). School coordinators were advised of the changes in the procedures from the previous years and were instructed to hold a training session for the test administrators and proctors.

The actual testing environment, however, was not the same in all schools, especially at high schools. It was up to the school coordinator to schedule testing at their particular school. Some schools tested students in classroom groups, while others did it in the cafeteria, library, and auditorium. Some schools tested one section every day, while others tested two or all three subjects in one day. Some high schools required that all the 10th and 11th graders who had not met TABS state competency, take the test, while other high schools merely announced the availability of the test to those who wanted to take it and had not met state competency on the TABS.

Invalidations. All answer documents had a section labeled DO NOT SCORE. One bubble was to be filled in to invalidate each of the sections of the test. Invalidations were intended for use by the test administrator in circumstances where the student's score on the test would be invalid if returned, e.g., illness during the test, marking answers in the wrong place or cheating, as well as absence or exemption (due to special education status the student would either not take that section of the test or would take it for experience only).

Several school coordinators failed to bubble in the appropriate bubble in the DO NOT SCORE section. This problem was most prevalent in the exit level, especially with students in grades 10 and 11 who only had to take one or two sections of the test. As part of preparing the scorable materials to be sent to Westinghouse for scoring and data analysis, each answer document was checked. If no answers were marked in a section of the test, including the sample questions, it was assumed that the student had not been exposed to that section. DO NOT SCORE was bubbled in for that section of the test.

There were other instances in which DO NOT SCORE was bubbled in without any apparent reason. (In some cases all three areas were bubbled in even though there were answers for the three areas of the test, the test had been taken on more than one day, and there was no special education exemption.) These instances and the fact that the DO NOT SCORE section of the answer documents was very conspicuous lead the District Coordinator to believe that some students had bubbled in DO NOT SCORE themselves.

Proctors for high schools. Since most of the data coding was done at ORE, it was not encouraged for schools to request substitutes or coders as it was done in previous years. However Crockett High School, with the highest enrollment in the District, requested six proctors for each of the two days they scheduled for testing. ORE was able to send five proctors each day which adequately covered their needs.

Test security. In accordance with TEA requirements, ORE took considerable care to maintain test security.

- All testing materials were inventoried upon receipt by ORE.
- Security requirements were communicated to school coordinators and principals in the TABS newsletter as well as manuals.
- Test materials were reinventoried when returned to ORE after the test administration.
- School coordinators were required to send signed test security forms to ORE and file test security forms signed by the test administrators at each school.

With all these measures, however, some test booklets were unaccounted for when materials were returned to TEA/Westinghouse. Two third-grade booklets were reported missing from the original shipment (230628 and 230842) and three exit-level booklets were not found at the schools when preparing to return all the materials (L.B.J., 943104 and 943174; and McCallum, 938759). These booklets were not accounted for in the final ORE inventory, despite multiple recounts and communications with the schools involved.

Data Analyses

Westinghouse Datascore Systems processed all of the tests, including scoring of the writing samples, and provided each district the following:

- Confidential Student Reports (Attachment G-4)
- Campus Summary Reports (Attachment G-5)
- District Summary Report (Attachment G-6)
- Demographic Summary Reports (Attachment G-7)
- Data tape with AISD performance and demographic data.

Through additional analyses, ORE produced the following:

- District Performance by Ethnicity Report
- Exit-level attainment of state minimum competency
- District performance comparisons (1980, 1981, and 1982).

NOTE: ORE ASSUMES THAT THE TEST SCORES AND RELATED INFORMATION FURNISHED BY WESTINGHOUSE DATASCORE SYSTEMS ARE CORRECT. MINOR DISCREPANCIES BETWEEN RESULTS GENERATED BY ORE FROM THE DATA TAPE AND THOSE REPORTED BY WESTINGHOUSE DATASCORE SYSTEMS HAVE BEEN DISCOVERED. THESE DISCREPANCIES CONCERNING NUMBER OF STUDENTS TESTED AND PERCENTAGE OF STUDENTS MASTERING TABS OBJECTIVES CAN BE ATTRIBUTED TO INCORRECT DEMOGRAPHIC DATA CODED IN THE ANSWERING DOCUMENTS (BY ORE, THE TABS SCHOOL COORDINATORS, TEACHERS, OR STUDENTS) WHICH WERE CORRECTED BY ORE PRIOR TO PERFORMING THE ANALYSES.

Results

TABS test results for all students in grades 3, 5, 9, 10, and 11 were analyzed and compared to the two previous years in which the test has been administered. These comparisons need to be interpreted with caution for the three following reasons:

- Each objective is measured by only four items, and 75% of the items were changed in the 1981 test and 60% in the 1982 test.

- The writing sample exercises have changed each year along with their scoring procedures and criteria.

- Only limited technical and statewide data are available (none at this time for 1982) for comparison and analyses.

This section of Appendix G presents the TABS results for all students in the grades tested. A breakdown by LEP/nonLEP status can be found in Appendices D and E of the Technical Report, Texas Assessment of Basic Skills (TABS), Spring 1982 (Publication No. 81.58).

For all students in grades 3, 5, and 9, the general trend across the three years has been upward. Following are the changes observed at each grade level. See Figure G-1 for an overall view of the performance by objective of all students tested at grades 3, 5, and 9 in 1982.

GRADE 3

MATHEMATICS	STUDENTS MASTERING
Order Whole Numbers	60%
Select Units of Measure	63%
Subtract Whole Numbers	70%
Identify Fraction Parts	79%
Complete Number Patterns	82%
Solve Word Problems: +, -	84%
Read and Write Whole Numbers	85%
Add Whole Numbers	86%
Identify Values of Money	87%
Multiply Whole Numbers	92%

READING	
Identify Main Idea	65%
Sequence Events	69%
Recall Facts and Details	81%
Understand Word Structure	83%
Use Context Clues	86%
Recognize Words through Phonics	93%
Recognize Words by Sight	94%
Follow Written Directions	97%

WRITING		
Punctuation		70%
Sentence Structure		73%
Correct English Usage		84%
Capitalization		90%
Spelling		97%
Sample (Composition)	Raw Score 4-3	30%
	Raw Score 1-0	32%
	Raw Score 2	37%
Handwriting	Illegible	0
	Not Ratable	1%
	Hard to Read	3%
	Acceptable	96%

GRADE 5

MATHEMATICS	STUDENTS MASTERING
Identify Equivalent Fractions	52%
Geometric Terms and Figures	55%
Interpret Place Value	57%
Solve Word Problems: ×, ÷	60%
Divide Whole Numbers	70%
Subtract Whole Numbers	78%
Multiply Whole Numbers	78%
Solve Word Problems: +, -	83%
Order Whole Numbers	86%
Add Whole Numbers	88%
Select Units of Measure	90%
Interpret Graphs	91%

READING	
Distinguish Fact, Non-Fact	59%
Identify Main Idea	62%
Draw Conclusions	63%
Predict Outcomes	65%
Recall Facts, Details	72%
Sequence Events	74%
Identify Character Feelings	80%
Follow Written Directions	83%
Use Index	86%
Use Maps, Charts	87%
Use Context Clues	94%

WRITING		
Punctuation		62%
Correct English Usage		72%
Sentence Structure		81%
Capitalization		88%
Commonly Used Forms		91%
Spelling		98%
Sample (Composition)	Raw Score 4-3	18%
	Raw Score 1-0	30%
	Raw Score 2	52%
Handwriting	Illegible	0
	Hard to Read	1%
	Not Ratable	1%
	Acceptable	98%

GRADE 9

MATHEMATICS	STUDENTS MASTERING
Use Ratio/Proportion/Percent	45%
Solve Personal Finance Problems	49%
Solve Problems: +, -, ×, ÷	66%
Use Fractions/ Mixed Numbers: +, -, ×	69%
Use Measurement Units	76%
Use Decimals: +, -, ×, ÷	80%
Determine Distance/Location on Maps	87%
Find Total Dollar Amount/Change	88%
Multiply/Divide Whole Numbers	89%
Read, Interpret Charts/Graphs	91%
Add/Subtract Whole Numbers	95%
Total Mathematics	76%

READING	
Make Generalizations	63%
Distinguish Fact, Non-Fact	65%
Use Parts of Book	67%
Identify Main Idea	68%
Sequence Events	71%
Evaluate Information	71%
Draw Conclusions	71%
Perceive Cause-Effect	72%
Use Maps, Charts	77%
Use Reference Skills	85%
Follow Written Directions	91%
Total Reading	71%

WRITING		
Correct English Usage		69%
Punctuation		74%
Sentence Structure		50%
Commonly Used Forms		85%
Spelling		87%
Capitalization		88%
Sample (Composition)	Raw Score 4-3	10%
	Raw Score 1-0	20%
	Raw Score 2	70%
Handwriting	Illegible	0
	Not Ratable	4%
	Hard to Read	4%
	Acceptable	92%
Total Writing		76%

Figure G-1. TABS OBJECTIVES IN ASCENDING ORDER ACCORDING TO THE PERCENTAGE OF STUDENTS MASTERING EACH OBJECTIVE IN 1982.

81.24

GRADE 3

MATHEMATICS (10 Objectives)

1981-1982	9 objectives increased (+6.5 percentage points average) 1 objective decreased (-2.0 percentage points) MATHEMATICS AVERAGE CHANGE: +5.7 percentage points

READING (8 Objectives)

1981-1982	7 objectives increased (+6.8 percentage points average) 1 objective decreased (-4.0 percentage points) READING AVERAGE CHANGE: +5.5 percentage points

WRITING (5 Objectives Multiple-Choice)

1981-1982	5 objectives increased (+8.2 percentage points average) Writing Sample decreased (-24.0 percentage points) Handwriting increased (+1.0 percentage point)

GRADE 5

MATHEMATICS (12 Objectives)

1980-1981	8 objectives increased (+4.3 percentage points average) 2 objectives decreased (-6.5 percentage points average) MATHEMATICS AVERAGE CHANGE: +1.4 percentage points
1981-1982	6 objectives increased (+5.0 percentage points average) 2 objectives decreased (-3.0 percentage points average) MATHEMATICS AVERAGE CHANGE: +2.0 percentage points

READING (11 Objectives)

1980-1981	4 objectives increased (+7.2 percentage points average) 7 objectives decreased (-5.4 percentage points average) READING AVERAGE CHANGE: -2.8 percentage points
1981-1982	9 objectives increased (4.7 percentage points average) 1 objective decreased (-3.0 percentage points) READING AVERAGE CHANGE: +3.5 percentage points

WRITING (6 Objectives Multiple-Choice)

1980-1981	1 objective increased (+1.0 percentage point) 4 objectives decreased (-2.2 percentage points average) Writing Sample decreased (-13.0 percentage points)
1981-1982	2 objectives increased (+1.5 percentage points average) 2 objectives decreased (-1.0 percentage point average) Writing Sample decreased (-13.0 percentage points)

GRADE 9

MATHEMATICS (11 Objectives)

1980-1981	9 objectives increased (+2.9 percentage points average) 2 objectives decreased (-2.5 percentage points average) MATHEMATICS AVERAGE CHANGE: +1.9 percentage points Students mastering test: NO CHANGE
1981-1982	8 objectives increased (+3.7 percentage points average) 3 objectives decreased (-3.5 percentage points average) MATHEMATICS AVERAGE CHANGE: +1.8 percentage points Students mastering test: +4.0 percentage points

READING (11 Objectives)

1980-1981	3 objectives increased (+2.0 percentage points average) 8 objectives decreased (-4.9 percentage points average) READING AVERAGE CHANGE: -3.0 percentage points Students mastering test: -3.0 percentage points
1981-1982	7 objectives increased (+4.9 percentage points average) 4 objectives decreased (-2.0 percentage points average) READING AVERAGE CHANGE: +2.0 percentage points Students mastering test: +2.0 percentage points

WRITING (6 Objectives Multiple-Choice)

1980-1981	3 objectives increased (+6.0 percentage points average) 3 objectives decreased (-2.0 percentage points average) Writing Sample increased (+23.0 percentage points) Handwriting increased (+1.0 percentage point) Students mastering test: +20.0 percentage points
1981-1982	4 objectives increased (4.2 percentage points average) 1 objective decreased (2.0 percentage points) Writing Sample decreased (-4.0 percentage points) Handwriting increased (+1.0 percentage point) Students mastering test: -3.0 percentage points

In a comparison between the eight district members of the JUEC, Austin ISD ranked number one in grades 3 and 5 and number three in grade 9. Corpus Christi ranked number one and Ysleta number two in grade 9 as shown in Figure G-2 and Attachment G-8.

		Austin	Corpus Christi	Dallas	El Paso	Fort Worth	Houston	San Antonio	Ysleta
GRADE 3	Math	3	5	2	1	6	7	8	4
	Reading	1	3	2	6	5	8	4	7
	Writing	1	5	2	3	6	8	7	4
	Total	1	4	2	3	6	8	7	5
GRADE 5	Math	3	4	7	1	6	8	2	5
	Reading	1	2	7	6	3	8	4	5
	Writing	2	4	7	3	6	8	5	1
	Total	1	3	7	2	6	8	4	5
GRADE 9	Math	3	1	7	4	8	5	6	2
	Reading	2	1	8	4	5	6	7	3
	Writing	3	1	8	5	4	7	6	2
	Total	3	1	8	4	5	6	7	2

Figure G-2. JUEC DISTRICTS RANKING ON TABS PERFORMANCE, GRADES 3, 5, AND 9, 1982.

Rankings were calculated for each test by rank-ordering the school districts according to the percentage of students mastering each test, and for the total, by ordering the districts according to an average of the ranks assigned to the three tests.

In grade 9, in 1982, 76% of the students mastered the Mathematics Test, 71% mastered the Reading Test and 76% mastered the Writing Test. Following is a comparison by schools, showing percentage of students mastering each test each year the test has been administered. A ranking among schools is also provided (Figure G-3).

		Crockett	Reagan	McCallum	Johnston	Lanier	Anderson	Travis	Austin	L.B.J.	AISD
Math	1980	78%(3)	72%(5)	84%(2)	38%(9)	69%(6)	89%(1)	67%(7)	77%(4)	64%(8)	72%
	1981	75%(3)	69%(7)	82%(1)	62%(9)	73%(5)	69%(7)	78%(2)	74%(4)	71%(6)	72%
	1982	77%(5)	74%(7)	83%(1)	74%(7)	80%(2)	75%(6)	78%(4)	80%(2)	70%(9)	76%
Reading	1980	80%(2)	73%(5)	78%(3)	33%(9)	69%(7)	90%(1)	62%(8)	78%(3)	73%(5)	72%
	1981	68%(5)	68%(5)	83%(1)	58%(9)	68%(5)	66%(8)	71%(4)	72%(3)	75%(2)	69%
	1982	71%(4)	71%(4)	79%(2)	65%(9)	76%(3)	69%(6)	68%(7)	81%(1)	68%(7)	71%
Writing	1980	70%(2)	52%(7)	65%(4)	18%(9)	56%(6)	77%(1)	52%(7)	66%(3)	58%(5)	59%
	1981	82%(3)	81%(4)	89%(1)	74%(8)	79%(5)	74%(8)	76%(7)	79%(5)	85%(2)	79%
	1982	83%(1)	75%(6)	77%(4)	73%(8)	79%(3)	77%(4)	75%(6)	83%(1)	72%(9)	76%

Figure G-3. PERCENTAGE OF STUDENTS MASTERING EACH TEST (AND RANKING), TABS, 1980 THROUGH 1982.

Information Question I2: How did Austin ISD students perform, by grade and ethnicity, on the TABS?

Information Question I3: How did the performance of Austin ISD students on the TABS in 1982 compare, by grade and ethnicity, with the performance of students in Austin ISD who took the test in 1981 and 1980?

The AISD performance results by ethnicity for students in grades 3, 5, 9, 10, and 11 in the years the test was administered are presented here (Figures G-4 through G-8). The results are presented in terms of the percent of students mastering each objective on a given test. At the exit level, in addition to mastery by objective, overall mastery of each test is shown. Results are shown for five ethnic groups, but because of the small numbers of Indian and Asian students and all students tested in grades 10 and 11, the following narrative summary will only consider the results for Black, Hispanic, and White students in grades 3, 5, and 9.

- On the three areas of the tests, at all grade levels, White students performed higher than Black and Hispanic students (20 percentage points average higher than Black students and 16 percentage points average higher than Hispanic students).

- Overall Hispanic students performed higher than Black students (4 percentage points average).

- The gains for Hispanic and Black students were greater than the gains for White students over the past two years (10 percentage points average increase for Hispanic student, 13 percentage points average increase for Black students, and 6 percentage points average increase for White students).

GRADE 3

	OBJECTIVES	PERCENT MASTERING											
		INDIAN		ASIAN		BLACK		HISPANIC		WHITE		ALL STUDENTS	
		1981	1982	1981	1982	1981	1982	1981	1982	1981	1982	1981	1982
MATHEMATICS	1. Read and Write Whole Numbers	100	92	87	90	77	77	74	77	91	93	83	85
	2. Order Whole Numbers	36	54	70	76	44	45	49	49	77	73	62	60
	3. Add Whole Numbers	82	85	91	94	66	74	73	83	84	92	77	86
	4. Subtract Whole Numbers	55	69	87	86	52	59	57	65	72	77	63	70
	5. Solve Word Problems: +, -	91	77	85	96	66	73	70	80	88	91	78	84
	6. Complete Number Patterns	73	77	91	92	64	69	71	79	87	89	78	82
	7. Multiply Whole Numbers	73	92	96	98	80	85	80	90	93	96	86	92
	8. Identify Fractional Parts	82	69	87	86	67	68	69	77	85	85	77	79
	9. Identify Values of Money	73	100	85	96	73	79	75	85	84	91	79	87
	10. Select Units of Measure	45	62	62	78	30	44	32	51	64	78	48	63
	N =	11	13	47	50	800	776	1186	1147	1985	1854	[illegible]085	3840
READING	1. Identify Main Idea	64	62	65	84	49	50	47	56	75	77	62	65
	2. Recall Facts, Details	73	85	65	86	62	74	57	73	83	90	71	81
	3. Sequence Events	64	69	80	76	66	57	61	57	83	81	73	69
	4. Follow Written Directions	91	92	80	96	88	94	86	94	98	99	92	97
	5. Recognize Words Through Phonics	100	92	91	92	87	90	85	91	96	96	90	93
	6. Use Context Clues	100	92	76	92	76	81	72	79	92	93	83	86
	7. Understand Word Structures	73	85	72	84	62	77	57	75	80	91	69	83
	8. Recognize Words by Sight	100	100	80	94	80	92	74	89	92	98	84	94
	N =	11	13	46	50	788	764	1166	1132	1966	1843	4032	3802
WRITING	1. Spelling	100	100	96	98	92	97	89	95	96	99	93	97
	2. Punctuation	45	69	61	80	42	54	38	60	71	83	55	70
	3. Capitalization	91	77	91	96	76	85	75	85	91	95	83	90
	4. Correct English Usage	91	77	67	82	66	72	62	77	86	93	75	84
	5. Sentence Structure	73	85	74	76	54	58	53	65	80	84	67	73
	WRITING SAMPLE												
	4 or 3	18	15	35	37	25	23	23	25	45	36	34	30
	2	82	54	50	37	64	37	65	36	52	38	58	37
	1 or 0	0	31	15	27	11	40	12	39	3	26	8	32
	HANDWRITING												
	Acceptable	100	100	91	100	96	93	96	95	98	97	97	96
	Hard to Read	0	0	0	0	1	6	1	3	1	2	1	3
	Illegible	0	0	0	0	0	0	0	0	0	0	0	0
	Not Ratable	0	0	9	0	2	1	3	2	1	0	2	1
	N =	11	13	46	49	783	764	1173	1134	1965	1833	4034	3793

Figure G-4. PERCENTAGE OF STUDENTS, BY ETHNICITY, MASTERING EACH TABS OBJECTIVES, GRADE THREE, 1981 AND 1982.

GRADE 5

	OBJECTIVES	PERCENT MASTERING														
		INDIAN			ASIAN			BLACK			HISPANIC			WHITE			ALL STUDENTS		
		1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MATHEMATICS	1. Geometric Terms, Figures	33	37	67	45	63	38	31	43	37	29	44	62	53	72	69	43	60	55
	2. Interpret Place Value	67	29	67	39	48	39	28	20	38	35	23	45	62	53	71	50	40	57
	3. Add Whole Numbers	83	100	89	88	87	97	76	79	82	80	85	85	89	90	92	84	87	88
	4. Subtract Whole Numbers	83	86	89	84	91	92	61	61	65	70	70	72	85	87	86	78	78	78
	5. Multiply Whole Numbers	83	86	67	83	83	95	60	58	70	60	65	69	81	84	86	73	74	78
	6. Divide Whole Numbers	67	71	67	80	80	86	52	53	57	57	59	62	79	81	79	70	70	70
	7. Solve Word Problems: +, −	83	100	89	78	91	78	59	70	71	70	78	76	90	90	90	81	84	83
	8. Solve Word Problems: x, ÷	50	29	78	39	65	64	29	35	35	41	44	47	74	73	76	59	60	60
	9. Units of Measure	83	100	100	86	85	86	79	81	84	82	85	86	95	95	95	90	90	90
	10. Interpret Graphs	83	86	100	77	87	92	63	78	83	73	80	83	95	96	97	85	89	91
	11. Identify Equivalent Fractions	67	43	67	48	32	38	31	29	30	35	31	36	68	67	68	54	51	52
	12. Sequence Numbers	83	86	78	80	76	86	58	64	75	64	72	77	88	91	94	78	81	86
	N =	6	7	9	64	46	64	673	693	783	992	989	1123	2280	2265	2130	4042	4103	4109
READING	1. Identify Main Idea	50	43	56	45	68	70	40	43	44	43	48	47	69	79	75	59	63	62
	2. Recall Facts, Details	100	57	67	80	68	73	76	47	60	78	54	61	[illegible]	77	82	88	65	72
	3. Sequence Events	83	57	67	66	73	70	54	56	62	54	55	62	82	81	84	71	70	74
	4. Distinguish Fact, Non-Fact	50	57	67	30	57	53	17	35	43	19	38	41	58	75	75	42	58	59
	5. Draw Conclusions	83	43	78	61	52	67	49	39	44	54	41	50	84	71	77	72	57	63
	6. Predict Outcomes	50	43	56	47	57	66	38	45	47	39	50	54	69	74	79	57	63	65
	7. Use Context Clues	100	100	100	83	91	86	74	85	90	81	84	89	95	96	98	90	91	94
	8. Use Index	83	100	89	81	82	83	76	67	78	79	73	83	91	88	91	87	[illegible]	86
	9. Use Maps, Charts	83	71	78	78	75	81	66	59	76	72	69	82	93	87	94	85	77	87
	10. Follow Written Directions	100	100	67	78	89	81	72	68	74	77	75	74	93	91	91	87	83	83
	11. Identify Character Feelings	83	71	89	70	70	71	59	61	72	[illegible]	57	69	59	88	89	79	77	80
	N =	6	7	9	64	44	64	673	687	771	992	965	1104	2280	2263	2126	4042	4046	4076
WRITING	1. Spelling	100	100	100	91	98	98	91	94	97	89	95	95	97	97	99	96	96	98
	2. Punctuation	50	57	56	67	69	63	45	45	48	48	52	51	77	74	73	66	63	62
	3. Capitalization	83	86	89	80	95	89	77	78	82	76	81	86	92	94	92	87	88	88
	4. Correct English Usage	83	57	78	75	71	61	50	46	54	57	58	61	86	86	86	74	[illegible]	72
	5. Sentence Structure	83	100	89	80	83	85	72	67	71	71	74	73	90	91	89	84	[illegible]	81
	6. Commonly Used Forms	100	86	100	84	93	92	83	83	86	83	86	86	95	96	96	92	[illegible]	91
	WRITING SAMPLE																		
	4 or 3	50	0	33	69	26	26	51	12	9	56	16	11	78	28	25	70	22	18
	2	50	71	44	17	55	55	38	60	51	35	64	54	19	60	51	24	61	52
	1 or 0	0	29	22	14	19	19	11	28	40	9	21	36	3	12	24	6	17	30
	HANDWRITING																		
	Acceptable	0	100	100	11	95	97	4	97	98	4	98	97	2	99	98	97	98	98
	Hard to Read	0	0	0	0	0	0	0	1	1	0	1	2	0	0	1	2	1	1
	Illegible	0	0	0	5	0	0	2	0	0	2	0	0	2	0	0	0	0	0
	Not Ratable	100	0	0	84	5	3	94	2	0	94	2	1	96	1	0	1	1	1
	N =	6	7	9	64	42	62	673	683	770	992	944	1103	2280	2232	2110	4042	4028	4054

Figure G-5. PERCENTAGE OF STUDENTS, BY ETHNICITY, MASTERING EACH TABS OBJECTIVE, GRADE FIVE, 1980 THROUGH 1982.

GRADE 9

	OBJECTIVES	PERCENT MASTERING																	
		INDIAN			ASIAN			BLACK			HISPANIC			WHITE			ALL STUDENTS		
		1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MATHEMATICS	1. Add/Subtract Whole Numbers	80	86	100	77	97	97	86	88	85	92	92	96	95	96	96	93	94	95
	2. Multiply/Divide Whole Numbers	100	71	80	69	90	94	65	75	81	76	83	86	88	92	93	81	86	89
	3. Solve Problems: +, -, x, ÷	80	43	50	46	64	71	34	37	42	47	47	50	77	80	81	62	63	66
	4. Use Fractions/Mixed Nos: +, -, x	20	43	70	65	79	73	46	65	49	52	53	58	78	77	80	66	65	69
	5. Use Decimals: +, -, x, ÷	60	43	70	69	89	85	38	39	67	72	72	75	84	84	87	77	78	80
	6. Solve Personal Finance Problems	40	43	60	46	39	66	21	25	22	34	36	36	60	65	65	47	50	49
	7. Find Total Dollar Amt/Correct Chg	60	43	100	62	84	85	38	62	76	70	75	85	85	90	93	77	81	88
	8. Use Measurement Units	80	57	80	58	75	76	47	50	57	59	59	68	94	83	87	71	70	76
	9. Use Ratio/Proportion/Percent	80	0	20	50	64	52	30	25	22	40	34	29	69	68	59	55	51	45
	10. Determine Dist/Loc. on Maps	60	43	90	54	82	87	62	63	75	72	76	84	88	93	92	80	83	87
	11. Read, Interpret Charts, Graphs	100	86	90	65	86	81	75	86	82	82	91	86	93	98	97	87	94	91
	TOTAL	100	29	80	50	80	77	44	47	55	59	59	67	85	87	88	72	72	76
	N =	5	7	10	26	61	62	768	745	752	1179	1089	1128	2587	2188	2324	4593	4162	4276
READING	1. Identify Main Idea	80	43	70	50	69	53	53	31	67	63	55	53	88	84	82	75	70	68
	2. Sequence Events	100	57	80	46	59	58	53	52	56	60	55	59	84	81	82	72	68	71
	3. Perceive Cause-Effect	60	57	60	58	70	55	57	61	56	62	64	61	83	85	83	74	75	72
	4. Evaluate Information	80	57	70	58	61	47	59	51	54	69	55	56	89	84	85	79	70	71
	5. Distinguish Fact, Non-Fact	80	29	60	42	54	34	38	50	44	45	47	45	79	83	82	63	67	65
	6. Draw Conclusions	60	43	70	58	67	44	44	48	52	53	57	59	81	82	84	68	69	71
	7. Make Generalizations	100	43	70	38	52	55	40	43	48	44	43	49	73	69	75	60	57	63
	8. Follow Written Directions	100	86	90	69	79	81	85	81	81	90	84	87	97	94	96	93	89	91
	9. Use Parts of Book	40	57	50	31	49	52	47	44	47	54	46	55	73	77	80	64	62	67
	10. Use Reference Skills	100	71	70	58	84	65	77	76	73	81	78	80	94	93	93	88	86	85
	11. Use Maps, Charts	100	71	100	58	67	66	58	47	55	63	48	66	87	81	89	76	46	77
	TOTAL	100	57	70	50	62	68	66	65	69	55	51	55	87	86	87	72	69	71
	N =	5	7	10	26	61	62	768	737	756	1179	1085	1124	2587	2186	2334	4593	4148	4286
WRITING	1. Spelling	80	57	91	69	83	77	80	82	81	78	84	82	90	94	91	85	89	88
	2. Punctuation	80	57	36	50	65	53	46	51	57	57	56	67	79	77	83	68	66	75
	3. Capitalization	80	86	91	65	85	82	61	82	81	67	82	84	79	89	93	73	86	89
	4. Correct English Usage	80	71	55	19	45	45	42	45	49	49	48	54	81	79	83	66	64	70
	5. Sentence Structure	80	57	82	50	68	68	66	69	68	72	71	70	90	89	89	82	80	81
	6. Commonly Used Forms	100	71	73	50	69	69	67	72	72	74	73	78	90	92	92	82	83	86
	WRITING SAMPLE																		
	4 or 3	0	14	0	12	15	5	0	8	2	1	7	6	3	25	16	2	17	10
	2	60	57	82	27	45	53	36	68	61	44	70	67	72	67	75	59	68	71
	1 or 0	40	29	18	62	40	42	64	25	37	55	24	30	25	8	9	39	16	19
	HANDWRITING																		
	Acceptable	80	100	73	42	90	85	92	95	87	87	95	89	93	98	95	90	96	93
	Hard to Read	20	0	18	8	0	3	13	3	5	6	1	4	6	1	3	7	2	4
	Illegible	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Not Ratable	0	0	9	31	10	11	5	2	7	7	4	7	2	1	2	3	2	3
	TOTAL	40	57	64	38	57	52	36	46	58	63	69	65	73	90	88	59	89	77
	N =	5	7	11	26	60	62	768		765	1179	1090	1138	2587	2190	2364	4571	4165	4269

Figure G-6. PERCENTAGE OF STUDENTS, BY ETHNICITY, MASTERING EACH TABS OBJECTIVE, GRADE NINE, 1980 THROUGH 1982.

GRADE 10
ALL STUDENTS

	OBJECTIVES	PERCENT MASTERING											
		INDIAN		ASIAN		BLACK		HISPANIC		WHITE		ALL STUDENTS	
		1981	1982	1981	1982	1981	1982	1981	1982	1981	1982	1981	1982
MATHEMATICS	1. Add/Subtract Whole Numbers	0	50	92	92	74	93	78	94	70	94	76	93
	2. Multiply/Divide Whole Numbers	0	100	88	92	37	77	65	83	59	90	63	84
	3. Solve Problems: +, −, x, ÷	0	100	38	58	18	36	30	40	46	67	34	49
	4. Use Fractions/Mixed Nos: +, −, x	0	0	75	67	23	36	27	45	36	61	33	48
	5. Use Decimals: +, −, x, ÷	0	100	71	75	43	63	55	70	56	76	54	70
	6. Solve Personal Finance Problems	0	50	38	50	17	26	24	33	34	51	28	38
	7. Find Total Dollar Amt/Correct Chg.	0	100	75	75	45	76	61	82	58	88	57	82
	8. Use Measurement Units	0	100	67	75	23	44	41	65	52	81	42	64
	9. Use Ratio/Proportion/Percent	0	50	46	58	6	16	18	27	34	45	23	31
	10. Determine Dist/Loc. on Maps	0	100	42	67	37	73	55	85	60	94	52	81
	11. Read, Interpret Charts, Graphs	0	100	63	83	69	86	75	86	71	94	72	90
	TOTAL	0	100	46	67	19	47	39	61	52	79	39	63
	N =	0	2	24	12	175	140	172	94	197	140	625	388
READING	1. Identify Main Idea	0	0	38	38	36	38	36	47	51	69	44	51
	2. Sequence Events	0	0	25	[illegible]	63	60	40	55	52	75	46	63
	3. Perceive Cause-Effect	0	50	25	38	48	56	60	57	56	72	48	61
	4. Evaluate Information	0	100	13	31	32	52	35	54	53	78	42	61
	5. Distinguish Fact, Non-Fact	0	0	17	23	27	39	26	37	47	66	36	47
	6. Draw Conclusions	0	0	25	31	33	52	37	56	51	72	42	59
	7. Make Generalizations	0	50	8	23	35	50	24	56	45	67	36	56
	8. Follow Written Directions	0	50	50	85	61	79	60	90	64	94	63	87
	9. Use Parts of Book	0	50	38	31	24	53	27	57	46	67	34	58
	10. Use Reference Skills	0	100	[illegible]	54	31	76	53	80	63	84	58	78
	11. Use Maps, Charts	0	0	42	54	27	56	32	57	50	78	38	64
	TOTAL	0	0	8	31	25	46	25	51	50	77	35	57
	N =	0	2	24	13	168	131	174	104	206	130	631*	380
WRITING	1. Spelling	0	50	48	71	73	37	78	61	88	53	80	65
	2. Punctuation	0	100	32	36	47	29	51	28	67	46	55	35
	3. Capitalization	0	100	80	43	77	37	84	39	85	54	82	66
	4. Correct English Usage	0	0	28	29	35	16	41	20	68	45	50	28
	5. Sentence Structure	0	100	48	50	67	32	65	28	84	50	72	38
	6. Commonly Used Forms	0	100	56	14	64	34	75	34	87	53	76	41
	WRITING SAMPLE												
	4 or 3	0	0	8	0	5	1	6	2	16	5	11	3
	2	0	100	20	43	61	38	66	36	72	57	64	45
	1 or 0	0	0	72	57	34	62	28	61	12	38	25	53
	HANDWRITING												
	Acceptable	0	50	40	71	87	60	91	57	93	57	90	62
	Hard to Read	0	50	0	0	3	4	2	2	1	2	2	3
	Illegible	0	0	0	0	0	1	0	0	0	0	0	0
	Not Ratable	0	0	40	29	11	36	6	41	6	30	9	35
	TOTAL	0	100	28	21	58	29	42	23	86	47	[illegible]	11
	N =	0	2	25	14	187	164	187	126	267	175	725	479

Figure G-7. PERCENTAGE OF STUDENTS, BY ETHNICITY, MASTERING EACH TABS OBJECTIVE, GRADE TEN, 1981 AND 1982.

GRADE 11

ALL STUDENTS

	OBJECTIVES	PERCENT MASTERING INDIAN 1982	ASIAN 1982	BLACK 1982	HISPANIC 1982	WHITE 1982	ALL STUDENTS 1982
MATHEMATICS	1. Add/Subtract Whole Numbers	100	94	91	97	97	95
	2. Multiply/Divide Whole Numbers	100	88	88	81	95	88
	3. Solve Problems: +, −, x, ÷	0	63	50	52	71	58
	4. Use Fractions/Mixed Nos: +, −, x	100	69	58	56	67	61
	5. Use Decimals: +, −, x, ÷	100	69	78	85	87	82
	6. Solve Personal Finance Problems	0	31	31	44	62	44
	7. Find Total Dollar Amount/Correct Change	0	88	86	84	90	87
	8. Use Measurement Units	0	69	58	75	84	71
	9. Use Ratio/Proportion/Percent	0	50	29	31	59	40
	10. Determine Distance/Location on Maps	0	69	73	81	90	81
	11. Read, Interpret Charts, Graphs	0	81	95	92	93	93
	TOTAL	0	69	69	69	90	75
	N =	1	16	139	88	115	359
READING	1. Identify Main Idea	0	56	54	48	79	60
	2. Sequence Events	0	88	70	69	76	72
	3. Perceive Cause-Effect	0	50	62	60	80	66
	4. Evaluate Information	0	44	59	67	80	67
	5. Distinguish Fact, Non-Fact	0	31	42	39	64	47
	6. Draw Conclusions	0	31	57	65	76	64
	7. Make Generalizations	0	38	48	57	70	57
	8. Follow Written Directions	100	75	88	91	94	90
	9. Use Parts of Book	0	69	61	52	70	61
	10. Use Reference Skills	0	69	79	80	92	83
	11. Use Maps, Charts	0	69	65	68	79	70
	TOTAL	0	63	62	56	79	65
	N =	1	16	113	117	109	356
WRITING	1. Spelling	100	71	53	58	67	59
	2. Punctuation	100	35	35	55	55	47
	3. Capitalization	0	65	50	59	65	58
	4. Correct English Usage	0	47	36	37	57	43
	5. Sentence Structure	0	53	67	56	63	55
	6. Commonly Used Forms	0	47	67	64	63	57
	WRITING SAMPLE						
	4 or 3	0	6	0	2	13	5
	2	0	35	42	54	48	47
	1 or 0	100	59	58	44	39	48
	HANDWRITING						
	Acceptable	0	76	55	69	70	65
	Hard to Read	0	0	4	4	4	4
	Illegible	0	0	0	0	0	0
	Not Ratable	100	24	40	27	26	31
	TOTAL	0	35	26	49	55	46
	N =	1	17	159	132	142	451

Figure G-8. PERCENTAGE OF STUDENTS, BY ETHNICITY, MASTERING EACH TABS OBJECTIVES, GRADE ELEVEN, 1982.

Information Question I4: How did current AISD 10th and 11th graders who did not score 30 or higher on the TABS in 1980-81, score on the TABS by ethnicity in 1982?

As shown in Figure G-9, all ethnic groups at grades 10 and 11 taking the TABS for the second and/or third time performed lower than the students taking it for the first time at the same grade levels.

		Retested Students						First Time
		Indian	Asian	Black	Hispanic	White	All	All
GRADE 10	Math	-	80	46	61	68	51	73
	Reading	-	67	43	49	61	50	70
	Writing	-	17	17	20	29	21	55
GRADE 11	Math	-	67	65	63	88	69	83
	Reading	-	67	59	52	72	59	74
	Writing	-	43	36	40	35	37	60

Figure G-9. PERCENTAGE OF STUDENTS MASTERING STATE MINIMUM COMPETENCY IN 1982 WHO DID NOT SCORE 30 OR HIGHER ON THE TABS IN 1980 OR 1981.

Information Question I5: What percentage of AISD students, by ethnicity, who took the TABS in 1982 did not meet state minimum competency levels?

Figure G-10 shows the number and the percentage of students, by ethnicity, who did not meet state minimum competency on the TABS in 1982. The lowest percentage of students not meeting state competency was obtained by the White students, followed by the other ethnic groups in different order for each test. In the three tests, Hispanic students performed better than Black students.

	Grade	Indian		Asian		Black		Hispanic		White		Total	
		M*	NM*	M	NM	M	NM	M	NM	M	NM	M	NM
M	9	8	2	48	14	414	338	756	372	2045	279	3250	1026
A	10	2	0	8	4	66	74	57	37	111	29	244	144
T	11	0	1	11	5	96	43	61	27	104	11	269	90
H													
	Total	10	3	67	23	576	455	874	436	2260	319	3763	1260
	%		23		26		44		33		12		25
R	9	7	3	30	32	370	386	618	506	2031	303	3043	1243
E	10	0	2	4	9	60	71	53	51	100	30	217	163
A	11	0	1	10	6	70	[illegible]3	66	51	86	23	231	125
D													
	Total	7	6	44	47	500	500	737	608	2217	356	3491	1531
	%		46		52		50		45		14		30
W	9	7	4	32	30	444	321	74[illegible]	398	2086	258	3287	982
R	10	2	0	3	11	33	131	[illegible]	96	82	93	148	331
I	11	0	1	6	11	57	102	[illegible]	67	78	64	208	243
T													
E	Total	9	5	41	51	534	554	833	561	2246	415	3643	1556
	%		36		55		51		40		16		30

*M = Mastering state minimum competency.
NM = Not mastering state minimum competency.

Figure G-10. PERCENTAGE OF STUDENTS, BY ETHNICITY, WHO DID NOT MEET STATE MINIMUM COMPETENCY ON THE TABS, 1982.

Information Question I6: How does the percentage of students who took the TABS in 1982 and did not meet state minimum competency levels compare with the percentages for 1981 and 1980?

Figure G-11 presents a comparison of the number and percentage of all students in grades 9, 10, and 11 who took the TABS for the first, second, and/or third time and did not meet state minimum competency.

This comparison must be made with caution because the number of retainees at 9th grade level was much higher this year in anticipation of a change in retention policies to be effective next year. TABS results for the last three years show that the percentage of students mastering the exit-level test is lower among retainees and retested students than students being tested for the first time (Figure G-9).

		1980 Grade 9	1981 Grades 9 & 10	1982 Grades 9, 10, 11
MATH	Students Tested	4569	4781	5023
	Students Not Mastering	1279	1527	1238
	Percentage	28%	32%	25%
READ	Students Tested	4574	4779	5022
	Students Not Mastering	1281	1724	1506
	Percentage	28%	36%	30%
WRITE	Students Tested	4571	4890	5250
	Students Not Mastering	1874*	1112*	1592*
	Percentage	41%*	23%*	30%*

*Mastering of the Writing section of the test is not considered in this discussion because many questionable and inconsistent scores have been reported by teachers, principals, and counselors this year.

Figure G-11. PERCENTAGE OF STUDENTS NOT MASTERING EXIT-LEVEL TABS (STATE MINIMUM COMPETENCY), 1980 THROUGH 1982.

DATA RECORD DESCRIPTION WESTINGHOUSE DATASCORE SYSTEMS TEXAS PRE-SLUGGING INPUT RD-00001 09/30/81
RECORD LENGTH=70, BLOCK SIZE=1400, 9 TRACK 1600 BPI, UNLABELED

LOCATION FROM-TO	FIELD LENGTH	DATA TYPE	DESCRIPTION
01-15	15	AN	STUDENT LAST NAME
16-25	10	AN	STUDENT FIRST NAME
26-26	01	AN	STUDENT MIDDLE INITIAL
27-28	02	N	GRADE--SPECIFY GRADES 3, 5 AND 9 AS VALUES 03, 05 AND 09 03=GRADE 3 05=GRADE 5 09=GRADE 9 10=GRADE 10 11=GRADE 11
29-29	01	AN	SEX M=MALE F=FEMALE
30-31	02	N	BIRTHDATE=MMDDYY
32-33	02	N	MONTH=01-12
34-35	02	N	DAY=01-31 YEAR=LAST TWO DIGITS OF YEAR
36-45	10	N	STUDENT ID
46-54	09	N	COUNTY-DISTRICT-CAMPUS NUMBER
55-55	01	AN	(E)ETHNIC GROUP--MUST BE ONE OF THE FOLLOWING VALUES: I=AMERICAN INDIAN OR ALASKAN NATIVE A=ASIAN OR PACIFIC ISLANDER B=BLACK (NOT OF HISPANIC ORIGIN) H=HISPANIC W=WHITE (NOT OF HISPANIC ORIGIN)
56-56	01	AN	(M)PARTICIPATES IN FREE OR REDUCED MEAL PROGRAM TEA RULE 226.34.31.32 Y=YES N=NO

Attachment G-1
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Attachment G-1
(continued, page 1 of 2)

DATA RECORD DESCRIPTION   WESTINGHOUSE DATASCORE SYSTEMS   TEXAS PRE-SLUGGING INPUT   RD-00001   09/30/81
RECORD LENGTH=70, BLOCK SIZE=1400, 9 TRACK 1600 BPI, UNLABELED

LOCATION FROM-TO	FIELD LENGTH	DATA TYPE	DESCRIPTION
57-57	01	AN	(T)TITLE I PROGRAMS Y=RECEIVES INSTRUCTION IN A TITLE I REGULAR PROGRAM TEA RULE 226.35.63.040 N=STUDENT DOES NOT RECEIVE INSTRUCTION IN A TITLE I REGULAR PROGRAM
			(IP)TITLE I MIGRANT INSTRUCTIONAL PROGRAM--LEAVE APPROPRIATE POSITION BLANK IF CATEGORY DOES NOT APPLY: TEA RULE 226.35.66.010
58-58	01	AN	L=STUDENT RECEIVES INSTRUCTION IN A MIGRANT LANGUAGE ARTS PROGRAM
59-59	01	AN	M=STUDENT RECEIVES INSTRUCTION IN A MIGRANT MATH PROGRAM
60-60	01	AN	O=STUDENT RECEIVES INSTRUCTION IN A MIGRANT ORAL LANGUAGE DEVELOPMENT PROGRAM
61-61	01	AN	E=STUDENT IS ELIGIBLE BUT DOES NOT RECEIVE INSTRUCTION IN A TITLE I MIGRANT PROGRAM. TEA RULE 226.35.66.020
62-62	01	AN	N=STUDENT IS NEITHER ELIGIBLE NOR RECEIVING INSTRUCTION IN A TITLE I MIGRANT PROGRAM
63-63	01	AN	(L)LIMITED ENGLISH PROFICIENCY CHAPTER 77. SUBCHAPTER B, TITLE 19, TEXAS ADMINISTRATIVE CODE Y=YES, THE STUDENT IS IDENTIFIED AS LIMITED ENGLISH PROFICIENT N=NO, THE STUDENT IS NOT IDENTIFIED AS LIMITED ENGLISH PROFICIENT
64-64	01	AN	(B)BILINGUAL PROGRAM CHAPTER 77, SUBCHAPTER B, TITLE 19, TEXAS ADMINISTRATIVE CODE Y=STUDENT PARTICIPATES IN THE BILINGUAL PROGRAM N=STUDENT DOES NOT PARTICIPATE IN THE BILINGUAL PROGRAM
			(SE)SPECIAL EDUCATION--LEAVE APPROPRIATE POSITION BLANK IF CATEGORY DOES NOT APPLY: TEA RULE 226.35.72.030
65-65	01	AN	L=LEARNING DISABILITY
66-66	01	AN	E=EMOTIONALLY DISTURBED
67-67	01	AN	S=SPEECH HANDICAPPED
68-68	01	AN	O=OTHER HANDICAPPED CONDITION
69-69	01	AN	N=STUDENT NOT IDENTIFIED AS A SPECIAL EDUCATION STUDENT
70-70	01	AN	(G/T)GIFTED/TALENTED PROGRAM CHAPTER 16, SUBCHAPTER J OF THE TEXAS EDUCATION CODE Y=STUDENT PARTICIPATES IN THE STATE-FUNDED EXEMPLARY PROGRAM FOR GIFTED/TALENTED STUDENTS N=STUDENT DOES NOT PARTICIPATE IN THE STATE-FUNDED GIFTED/TALENTED PROGRAM

AN=ALPHANUMERIC
N=NUMERIC

Attachment G-2
(Page 1 of 2)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation
January 1982

STATUS OF SPECIAL EDUCATION STUDENTS FOR TABS TESTING

The LST/ARD Committee on your campus has determined the testing status of your special education students for the upcoming TABS administration. The enclosed listing provides this status in terms of three categories for each TABS section (reading, math, and writing):

V = the student should take this section and the score will be valid.

E = the student should take this section for experience only (the section will not be scored; be sure to fill in the "do not score" bubble for that section).

(Blank) = the student should not take this TABS section.

Any special testing procedures which the ARD Committee felt should be used in testing each student is listed also. There are no Braille or large-type editions of the TABS. Large-type answer sheets are available for grades five and nine. Please contact Evangelina Mangino at ORE if you need these answer sheets.

Since the testing status for these students was determined by the ARD. Committee, any necessary changes should be made through that committee. Unfortunately, there may be some errors or oversights since this is the first year of these procedures. If you know the information on this printout to be in error, do what you know to be correct.

Please call Kevin Matter at 458-1227 if you have any questions about this listing. Contact Evangelina Mangino at that number if you have questions about the TABS testing.

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

SCHOOL: LBJ
SCHOOL YEAR: 1981-82

PARTICIPATION IN TABS TESTING
BY SPECIAL EDUCATION STUDENTS

DATE OF PRINTING: 1/28/82

NOTE: THE ARD COMMITTEE DETERMINED THE TESTING STATUS OF THESE STUDENTS.
CHANGES IN STATUS SHOULD BE MADE THROUGH THE ARD COMMITTEE.

V= TEST SCORE WILL BE VALID
E= TEST TAKEN FOR EXPERIENCE ONLY
X= SPECIAL PROCEDURES NEEDED
(BLANK = EXEMPT FROM TABS TESTING

			SPECIAL TESTING PROCEDURES										TABS		
STUDENT NUMBER	STUDENT NAME	GRADE	BRAILLE	READ TEST	EXTEND TIME	OTHER	LARGE TYPE	MARK ANSWERS	INDIV ADMIN	REVISE SCHED	SIGNING	OTHER	READING	MATH	WRITING
[redacted]	[redacted] CHRISTIN	09											V	V	V
[redacted]	[redacted] MARY A	09											V	V	V
[redacted]	[redacted] DARRELL W	09											V	V	V
[redacted]	[redacted] PAUL A	09													
[redacted]	[redacted] STEVEN G	09											V	V	V
[redacted]	[redacted] LORRAINE	09											V	V	V
[redacted]	[redacted] LORRAINEM	09											V	V	V
[redacted]	[redacted] RICHARD	09													
[redacted]	[redacted] SHERRY L	09											V	V	V
[redacted]	[redacted] ABRAHAM J	09											V	V	V
[redacted]	[redacted] FRANK	09													
[redacted]	[redacted] DEITRA D	09											V	V	V
[redacted]	[redacted] MARY	09											V	V	V
[redacted]	[redacted] BILLY	09													
[redacted]	[redacted] THOMAS W	09											V	V	V
[redacted]	[redacted] CHESTER L	09											V	V	V
[redacted]	[redacted] RUBEN	09											V	V	V
[redacted]	[redacted] CHRISTINE	09											V	V	V
[redacted]	[redacted] JOHN	09											V	V	V
[redacted]	[redacted] CLARENCE	09													
[redacted]	[redacted] GARLAND E	09											V	V	V
[redacted]	[redacted] ARTEMUS A	09											V	V	V
[redacted]	[redacted] JON A	09													
[redacted]	[redacted] VALRIE	09											V	V	V
[redacted]	[redacted] ROOSEVEL	09													
[redacted]	[redacted] PHYLLIS D	09													
[redacted]	[redacted] CHARLES	09											V	V	V
[redacted]	[redacted] JOHN E	09											V	V	V

Attachment G-2
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Publication No. 81.38

KEEPING TABS ON TABS

No. 1

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

December 14, 1981

Information about the 1982 Texas Assessment of Basic Skills

CALENDAR OF EVENTS

School Coordinators Receive TABS School Coordinators's and Test Administrator's Manuals	January 18
School Coordinators' Training Sessions (See schedule below)	January 25, 26, 27
Test Administrators' Training Sessions (Given by School Coordinators)	January 26 - February 3
School Coordinators Receive Test Materials	February 1 - February 5
Regular Test Administration	February 15 - February 17
Make-up Test Administration	February 18 and February 19
TABS Materials Picked up from School Coordinators	February 22 and February 23

Training Session Schedule*

South Elementary Schools	January 25, 1982 2:00 - 4:30 p.m. St. Elmo Elementary School 600 W. St. Elmo Road
Central Elementary Schools	January 26, 1982 2:00 - 4:30 p.m. Kealing Auditorium 1607 Pennsylvania
North Elementary Schools	January 27, 1982 2:00 - 4:30 p.m. Carruth Administration Building Auditorium Rooms 2 and 3
High Schools	January 27, 1982 9:00 - 11:30 a.m. ORE - Administration Annex, Portable E

*Elementary test coordinators that cannot attend the training session in their area may attend one of the other sessions for elementary schools.

What's new with TABS?

There are two major changes in the TABS this year. We have a new contractor in charge of scoring and data analysis and we have taken advantage of a pregridding option that the new contractor offered.

Number 1 TABS Hassle Tackled

Bubbling in all the student information onto the answer sheets and booklets has to have been the number 1 TABS hassle the last two years. Now we have pregridding (bubbling in by computer) for grades 5 and 9. In addition, ORE will hand bubble the booklets for grade 3.

There will still be some changes to be made, some new students to be bubbled, and a couple of codes to be added, but most of the bubbling will be completed.

This pregridding should reduce enormously the time required from school personnel and should increase accuracy of the demographic data. We are proud to say, we are one of only four districts in the state who, having the necessary data and technical capability, encouraged TEA and contractors to offer this service.

Training Sessions Necessary

These two changes in TABS will result in changes in the procedures. Discussion of the overall procedures (for new school coordinators) and the specific changes (for the ones who have done it before) will be covered in two-and-a-half hour training sessions. Each school coordinator is urged to attend one of the sessions. Elementary school sessions are scheduled to accomodate the south, central, and north schools, but if you have problems with the dates, you can attend any of the other two elementary school coordinators training sessions.

High school TABS coordinators will have a separate training session so their specific needs can be addressed.

Who can answer TABS questions?

The District Coordinator for the TABS is Evangelina Mangino. Any questions regarding the administration of TABS, demographic data, scheduling, etc. should be referred to her at ORE (458-1227).

Publication No. 81.38

KEEPING TABS on TABS

No. 2

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

January 18, 1982

Information about the 1982 Texas Assessment of Basic Skills

HERE ARE YOUR FIRST TABS MATERIALS FOR 1982

WHAT ARE THESE MATERIALS?	With this shipment you are receiving your SCHOOL COORDINATOR MANUAL and a number of TEST ADMINISTRATOR MANUALS that should be sufficient for your school. You are also receiving a copy of the PACKING LIST which indicates the number of booklets and answer folders you will receive on the week of February 1, through the regular Warehouse delivery route.	
WHAT DO YOU DO WITH THESE MATERIALS?	1. Prepare yourself to attend the training session.	Read both the SCHOOL COORDINATOR and the TEST ADMINISTRATOR MANUALS and prepare questions you may want to ask at the School Coordinators training session (January 25, 26, or 27).
	2. Prepare TABS schedules.	Following the instructions in the manuals, schedule: TESTING SESSIONS TESTERS/PROCTORS PRACTICE TESTS (3rd Grade only) MAKE-UP SESSIONS 10th and 11th GRADE SESSIONS (High Schools only) TEST ADMINISTRATORS AND PROCTORS TRAINING SESSIONS
ANY QUESTIONS?		★ Attend the School Coordinators training session. ★ Call Evangelina Mangino, ORE 458-1227.

➤➤

Important information

As a result of changes in the TABS implementation procedures, the following issues will affect your planning as School Coordinator:

1. Testing sessions and make-up sessions must be finished in one week (February 15-19).
2. Grades 10 and 11 are included for testing (first time and retest).
3. Student information is pregridded except for grades 10 and 11 and new students who entered your school within the last month.
4. Test administrators may review a copy of the test in presence of school coordinator.
5. "Do Not Disturb" signs are not provided.

Calendar of events

School Coordinators Receive TABS School Coordinator's and Test Administrator's Manuals	January 18
School Coordinators' Training Sessions (See schedule below)	January 25, 26, 27
Test Administrators' Training Sessions (Given by School Coordinators)	January 26 - February 3
School Coordinators Receive Test Materials	February 1 - February 5
Regular Test Administration	February 15 - February 17
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Training Session Schedule*

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High Schools	January 27, 1982 9:00 - 11:30 a.m. ORE - Administration Annex, Portable E

*Elementary test coordinators that cannot attend the training session in their area may attend one of the other sessions for elementary schools.

Publication No. 81.38

KEEPING TABS ON TABS

No. 3

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Information about the 1982 Texas Assessment of Basic Skills

Elementary Edition

This issue of Keeping Tabs on TABS has been prepared after four School Coordinator training sessions. It is our goal to include information and reminders that will answer all the questions asked at the training sessions and any others that may come up as you are preparing your materials for testing.

Dates TABS Test Materials Sent to Schools

Monday, February 1

Anderson
Barrington
Brentwood
Cook
Doss
Graham
Gullett
Highland Park
Hill
Lanier
McCallum
Pillow
Reed
Reilly
Rosedale
Summitt
Walnut Creek
Wooldridge
Wooten

Tuesday, February 2

Andrews
Blackshear
Blanton
Brown
Campbell
Harris
Kealing
L.B.J.
Maplewood
Norman
Oak Springs
Ortega
Pecan Springs
Reagan
Ridgetop
Rosewood
Sims
Webb
Winn

Wednesday, February 3

Allan
Allison
Austin
Brooke
Bryker Woods
Casis
Govalle
Johnston
Lee
Mathews
Metz
Pease
Robbins
Sanchez
Zavala

Thursday, February 4

Barton Hills
Becker
Dawson
Joslin
Linder
Oak Hill
St. Elmo
Sunset Valley
Travis
Travis Heights
Zilker

Friday, February 5

Crockett
Cunningham
Houston
Langford
Menchaca
Odom
Pleasant Hill
Williams

KEEPING TABS ON TABS - page 2

Additions and corrections to 3rd grade booklets and 5th grade answer folders	Third grade test booklets and 5th grade answer folders that are pre-gridded have the student information machine printed and do not have to be bubbled in. Corrections can be made only in the "For School Use Only" section. Corrections are done by crossing out the error, writing in the correct information and bubbling in the correct letter(s). Errors in the student name, sex, birthdate, and ID number cannot be corrected. If name (except for minor spelling mistakes), sex, birthdate, or student ID number are incorrect, void the document and make a new one for that student.
"F" and "G/T" additions	Every document should be updated in the FOR SCHOOL USE ONLY section. The "F" (Free or Reduced-Price Meal Program) and the "G/T" (Gifted/Talented Programs) need to be added. Follow instructions on page 11 of your School Coordinator Manual. The updated information for the Free or Reduced-Price Meal Program is at your school office. The Gifted/Talented Programs that are to be included are only the State-funded programs. This issue of Keeping Tabs on TABS includes a list of such programs. If you have any question regarding Gifted/Talented Programs please call Terry Masters at 458-4034.
"Do Not Score" section	You must bubble in the DO NOT SCORE section of the documents in the following circumstances: 1. Special education student indicated by the ARD printout as a student taking a test for experience only ("E"). 2. Any document with a student's name on it, if the student was absent and did not take a test (one or more sections). Bubble these in after you are finished with make-ups. 3. Students found cheating, should have their documents invalidated for that section of the test. 4. If the student made a mistake and is bubbling in the wrong place. If only a few answers have been recorded, have him/her erase these answers and start again. If the student has incorrectly completed a major portion of a test, the test must be marked in the DO NOT SCORE section. In this case, make a new answer folder (booklet for 3rd grade) and later transfer the answers for the other sections of the test.

Gifted/Talented Programs

The following are the approved gifted programs at the 3rd, 5th, 9th, 10th and 11th grades, which are at least partially state funded.

Grades	School	Teacher(s)
(4-6) 5	Gullett	Judy Matthews
5	Gullett	Sandra Gustafson
9-12	Lanier	Lucy Teal
(4-6), 5	Blanton	Richard Abbondanzio
5	Reed	Janet Sawyer
3	Travis Heights	Denise Graham
5	Cunningham	Carmen DiNino, Joan Fisher
11	Reagan	Bobbie Brownlee, Carol Cummings
11	Anderson	Helen Martin
3	Sunset Valley	Cynthia Taylor, Gaye Keeble
10-12	Johnston	Ken Lightle
10-12	L.B. Johnson	Pat Zasiatz
3	Metz	Bo McCasland
11-12	McCallum	Derva Bissett
5	Brooke	Susan Browne
3	Hill	Marcia Lind
10	Travis	Donna Martin, Laura Malone
5	Zavala	Dolores Sage
3	Oak Hill	Sue Stearns
3	Highland Park	Merlinda Garcia
3, 5	Travis Heights	Anna Pedrosa
3, 5	Lee	Anna Pedrosa
5	Blanton	Anna Pedrosa
3, 5	Zilker	Anna Pedrosa
3	Oak Springs	Susan Browne
3, 5	Maplewood	Susan Browne
3	Bryker Woods	Barbara Ayres
5	Campbell	Barbara Ayres
10	Travis	Kathy Borich
3, 5	Langford	George Holloway

REMINDERS

New Students	For every new student or any student for whom there is not a pregridded document, you will have to prepare one by completing the student identification grid according to the instructions on page 11 of the School Coordinator Manual. Remember to skip the first three spaces when gridding in the student ID number.
Exempt Students	Special education exemptions have been determined by the ARD Committee. Along with this Keeping Tabs on TABS, School Coordinators will receive a printout with the status of the special education students at their schools. The students' status for the TABS is indicated by a "V" (the student should take the test, and the results will be valid), "X" (the student should take the test for experience only—Be sure to bubble in the DO NOT SCORE section for that test), and " " (Blank = the student should not take this section of the TABS). LEP students are not exempt. However, in order to avoid having LEP students sitting for an hour in front of a test, it is advisable to test the LEP students together and allow them to return to other activities when they finish answering as many questions as they can.
Test Administrators and Proctors	Teachers can test their own students. TEA recommends a test administrator or proctor for every thirty students. Test administrators may review the TABS test the day before administering it to students. To maintain test security, the test must be examined in the presence of the School Coordinator and must not be removed from that area.
Locking up the Booklets	Keep all the TABS materials locked up while not testing.
Unused Answer Folders and 3rd grade booklets	All unused documents must be returned. If the document has been pregridded, void it by writing VOID across the page and bubbling in the three bubbles in the DO NOT SCORE section. DO NOT SEND ANY DOCUMENT TO OTHER SCHOOLS; if a student has transferred, void the document. They will make a new one at the new school.

FORMS

Instructions for completing forms	Refer to the following pages of the School Coordinator Manual for directions for completing the various forms associated with the TABS. *Campus and Grade Identification Sheet — page 19* Class Identification Sheet page 21 Materials Control Form pages 9, 26 School Coordinator Test Security Form page 27 School Coordinator Summary of Students Not Tested (you may reproduce this form for additional entries) pages 16, 28
*Campus and Grade Identification Sheet	Complete a separate Campus and Grade Identification Sheet for each grade on each campus. The County-District number is 227-901. Make sure that the number in column 7 plus the number in column 8 equals the number in column 6 (does not apply for grades 10 and 11). In order for this total to come out right, you must include in column 8 any student with a used answer document (one or more sections of the test) even if they are not to be scored. Column 7 will include students who did not take any tests due to absence or special education exemption.
Forms to be returned to District Coordinator	1. School Coordinator Test Security Form 2. One copy of School Coordinator Summary of Students Not Tested 3. Campus and Grade Identification Sheets (Header Packet) 4. Class Identification Sheets (Header Packet)
Forms to be kept at your school	1. Materials Control Form 2. One copy of School Coordinator Summary of Students Not Tested 3. Test Administrator Test Security Form 4. Test Administrator Record of Students Not Tested

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KEEPING TABS ON TABS - page 4

Dates TABS test materials will be picked up at the school

Monday, February 22

Allan
Barrington
Barton Hills
Becker
Brentwood
Brooke
Bryker Woods
Casis
Cook

Dawson
Doss
Govalle
Graham
Gullett
Highland Park
Hill
Houston
Joslin

Langford
Lee
Linder
Menchaca
Metz
Odom
Pease
Reed
Reilly

Robbins
Rosedale
Travis Heights
Walnut Creek
Wooldridge
Zavala
[illegible]

Tuesday, February 23

Anderson
Austin
Crockett
Johnson (LBJ)
Johnston
Lanier
McCallum
Reagan
Travis

Kealing

Allison
Andrews
Blackshear
Blanton
Brown
Campbell
Cunningham
Harris
Maplewood
Mathews
Norman

Oak Hill
Oak Springs
Ortega
Pecan Springs
Pillow
Pleasant Hill
Ridgetop
Rosewood
St. Elmo
Sanchez
Sims

Summitt
Sunset Valley
Webb
Williams
Winn
Wooten

Publication No. 81.38

KEEPING TABS ON TABS

February 1982.

No. 3

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Information about the 1982 Texas Assessment of Basic Skills

HIGH SCHOOL EDITION

This issue of Keeping Tabs on TABS has been prepared after four School Coordinator training sessions. It is our goal to include information and reminders that will answer all the questions asked at the training sessions and any others that may come up as you are preparing your materials for testing.

Dates TABS Test Materials Sent to Schools

Monday, February 1

Anderson
Barrington
Brentwood
Cook
Doss
Graham
Gullett
Highland Park
Hill
Lanier
McCallum
Pillow
Read
Reilly
Rosedale
Summitt
Walnut Creek
Wooldridge
Wooten

Tuesday, February 2

Andrews
Blackshear
Blanton
Brown
Campbell
Harris
Kealing
Lamar
Maplewood
Norman
Oak Springs
Ortega
Pecan Springs
Reagan
Ridgetop
Rosewood
Sims
Webb
Winn

Wednesday, February 3

Allen
Allison
Austin
Brooke
Bryker Woods
Casis
Govalle
Johnston
Lee
Mathews
Metz
Pease
Robbins
Sanchez
Zavala

Thursday, February 4

Barton Hills
Becker
Dawson
Joslin
Linder
Oak Hill
St. Elmo
Sunset Valley
Travis
Travis Heights
Zilker

Friday, February 5

Crockett
Cunningham
Houston
Langford
Menchaca
Odom
Pleasant Hill
Williams

REMINDERS

Additions and corrections to answer folders	Pregridded answer folders with the student information machine printed do not have to be bubbled in. Corrections can be made only in the "For School Use Only" section. Corrections are done by crossing out the error, writing in the correct information, and bubbling in the correct letter(s). Errors in the student name, sex, birthdate, and ID number cannot be corrected. If name (except for minor spelling mistakes), sex, birthdate, or student ID number are incorrect, void the document and make a new one for that student.
"M" and "G/T" additions	Every document should be updated in the FOR SCHOOL USE ONLY section. The "M" (Free or Reduced-Price Meal Program) and the "G/T" (Gifted/Talented Programs) need to be added. Follow instructions on page 11 of your School Coordinator Manual. The updated information for the Free or Reduced-Price Meal Program is at your school office. The Gifted/Talented Programs that are to be included are only the state-funded programs. This issue of *Keeping Tabs on TABS* includes a list of such programs. If you have any question regarding Gifted/Talented Programs please call Terry Masters at 458-8034.
"Do Not Score" section	You must bubble in the DO NOT SCORE section of the documents in the following circumstances: 1. Special education student indicated by the ARD printout as a student taking a test for experience only ("E"). 2. Any document with a student's name on it, if the student was absent and did not take a test (one or more sections). Bubble these in after you are finished with make-ups. 3. Students found cheating should have their documents invalidated for that section of the test. 4. If the student made a mistake and is bubbling in the wrong place. If only a few answers have been recorded, have him/her erase those answers and start again. If the student has incorrectly completed a major portion of a test, the test must be marked in the DO NOT SCORE section. In this case, make a new answer folder and later transfer the answers for the other sections of the test.
Eligible 10th and 11th grade students	According to the Texas Education Code, the District must provide the opportunity to retake the TABS to all the students who did not demonstrate mastery of minimum exit level competencies when tested in the ninth grade. At the School Coordinators training session each high school TABS Coordinator received two printouts of the students who are now registered in the 10th and 11th grades. One of the printouts includes all the students for whom we have records of having met state minimum competency level in the TABS (either in 1980 or 1981). These students will not take the TABS again (EVEN IF THEY HAVE NOT MET AUSTIN ISD CRITERIA FOR MINIMUM COMPETENCY.) The other printout includes all the students enrolled for which ORE does not have records of their meeting state competency in one or more of the TABS areas. If the student has blanks under the heading for either of the areas, this means ORE has no record of the student taking that test. This does not necessarily mean he/she has never taken the TABS. He/she might have taken it at another school district in Texas. If this is the case and you have records of his/her meeting state competency in either area, the student should not take that area of the test again. All other students with blanks and "N" under the TABS headings should be given the opportunity to take the test to meet state competency. How the opportunity is offered is up to each school. Each High School Coordinator may have different ideas on how to do it.
Materials for 10th and 11th grade students	Since each high school may have a different way of inviting the students in 10th and 11th grade to take the TABS, it is not possible to estimate beforehand how many students will take it at each campus. Therefore, the TABS materials in the original package received by your school does not include enough materials for those grades. As soon as you have an estimate of the extra materials you need, call Evangelina Mangino, Dean Langston, or Barbara Wiser (458-1227) and place your order.

MORE REMINDERS

New students	For every new student or any student for whom there is not a pregridded document, you will have to prepare one by completing the student identification grids according to the instructions on page 11 of the School Coordinator Manual. Skip the first three spaces when gridding in the student ID number. Remember that, by a printing error at Westinghouse, there is a number printed in the student ID spaces. Cross it out, and write and bubble in the correct number for the new student.
Exempt students	Special education exemptions have been determined by the ARD Committee. Along with this Keeping Tabs on TABS, School Coordinators will receive a printout with the status of the special education students at their schools. The students' status for the TABS is indicated by a "V" (the student should take the test, and the results will be valid), "I" (the student should take the test for experience only—Be sure to bubble in the DO NOT SCORE section for that test), and " " (Blank = the student should not take this section of the TABS). LEP students are not exempt. However, in order to avoid having LEP students sitting for an hour in front of a test, it is advisable to test the LEP students together and allow them to return to other activities when they finish answering as many questions as they can.
Test administrators and proctors	Teachers can test their own students. TEA recommends a test administrator or proctor for every thirty students. Test administrators may review the TABS test the day before administering it to students. To maintain test security, the test must be examined in the presence of the School Coordinator and must not be removed from that area.
Locking up the booklets	Keep all the TABS materials locked up while not testing.
Unused answer folders	All unused documents must be returned. If the document has been pregridded, void it by writing VOID across the page and bubbling in the three bubbles in the DO NOT SCORE section. DO NOT SEND ANY DOCUMENT TO OTHER SCHOOLS; if a student has transferred, void the document. They will make a new one at the new school.

Gifted/Talented programs

The following are the approved gifted programs at the 9th, 10th, and 11th grades, which are at least partially state-funded.

Grades	School	Teacher(s)
9-12	Lanier	Lucy Teel
11	Reagan	Bobbie Brownlee, Carol Cummings
11	Anderson	Helen Martin
10-12	Johnston	Ken Lirbele
10-12	L.B. Johnson	Pat Zaoiatz
11-12	McCallum	Deron Bissett
10	Travis	Dean Martin, Laura Malone
10	Travis	Kathy Borich

KEEPING TABS ON TABS - page 4

FORMS

Instructions for completing forms	Refer to the following pages of the School Coordinator Manual for directions for completing the various forms associated with the TABS. *Campus and Grade Identification Sheet — page 19* Class Identification Sheet page 21 Materials Control Form pages 9, 26 School Coordinator Test Security Form page 27 School Coordinator Summary of Students Not Tested (you may reproduce this form for additional entries) pages 16, 28
*Campus and grade identification sheet	Complete a separate Campus and Grade Identification Sheet for each grade on each campus. The County-District number is 227-901. Make sure that the number in column 7 plus the number in column 8 equals the number in column 6 (does not apply for grades 10 and 11). In order for this total to come out right, you must include in column 8 any student with a used answer document (one or more sections of the test) even if they are not to be scored. Column 7 will include students who did not take any tests due to absence or special education exemption.
Forms to be returned to District Coordinator	1. School Coordinator Test Security Form 2. One copy of School Coordinator Summary of Students Not Tested 3. Campus and Grade Identification Sheets (Header Packet) 4. Class Identification Sheets (Header Packet)
Forms to be kept at your school	1. Materials Control Form 2. One copy of School Coordinator Summary of Students Not Tested 3. Test Administrator Test Security Form 4. Test Administrator Record of Students Not Tested

DATE TABS TEST MATERIALS WILL BE PICKED UP AT THE SCHOOLS	TUESDAY, FEBRUARY 23 ANDERSON AUSTIN CROCKETT JOHNSON (LBJ) JOHNSTON LANIER MCCALLUM REAGAN TRAVIS KEALING MARY LEE MARY LEE (WEST) GIRLSTOWN

LITHO IN U.S.A.

Publication No. 81.38

KEEPING TABS ON TABS

No. 4

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 30, 1982

Information about the 1982 Texas Assessment of Basic Skills

Thank You

A special "Thank you" to the school personnel involved with administering the TABS this year. It is impossible to acknowledge everyone involved so I will express my appreciation to the school coordinators and ask them to convey our very sincere thanks to all the people in their schools who make this task possible.

After all materials were received by ORE, they were all recounted, missing data were added, and scorable and non-scorable materials were packed. Ten people were involved in preparing the materials before they went out to the schools and completing and repacking when they were returned. Over five hundred hours of labor had to be contracted to perform these tasks. After processing the materials for 74 schools, the ten people working with these materials submitted the names of the schools they considered "PERFECT": Materials were complete, organized, all required information had been added at the campus. A special recognition goes to these schools:

Blanton
Brown
Casis
Crockett
Graham
Langford
Menchaca
Metz
Odom
Summitt
Sunset Valley
Winn
Wooten
Zavala

TABS results are expected back from Westinghouse May 1st.

Publication No. 81.38

KEEPING TABS on TABS

No. 5

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

May 11, 1982

Information about the 1982 Texas Assessment of Basic Skills

Secondary Edition

THE POST
GOOD NEWS

This issue of Keeping Tabs on TABS is accompanied by your 1982 results. Please read the text of this newsletter for information on what to do now. If you have any questions about these results, please call Evangelina Mangino at 458-1227.

What is in your package?

1. Interpreting Assessment Reports--TABS 1982.
2. Summary Report.
3. Three sets of Confidential Student Reports, one page per student in each set.
4. Test Report Folders, one folder per student and one folder per faculty member.
5. Student labels, one label per student.

What goes home to parents?	Place one copy of each student's Confidential Student Report folded inside a Test Report Folder. You may want to clip, staple, or fold the folder to prevent the report from falling out.
When should reports go home to parents?	All reports should be sent home during the week of May 24.
Where do the extra Confidential Student Reports go?	The two extra copies of the reports may be filed with the counselor's records.
Where do the student labels go?	Much to the dismay of registrars, the TABS labels MUST be placed on the MEASUREMENT DATA CARD. This is mandated by the Texas Administrative Code Sections 61.163 and 101.7 as amended.

Keeping Tabs on TABS - page 2

What are the 1981 TABS scores for graduation competency requirements?	The 1982 TABS scores corresponding to AISD minimum competency level for high school graduation are: Math 37 Raw Score Reading 37 Raw Score A student might have demonstrated minimum competency at the level required by TEA (score of 30 for Math and Reading) but have not met minimum graduation requirements for AISD.
How will results be released?	Parents will receive the Confidential Student Reports, and you may discuss your schoolwide results with your faculty and staff. DO NOT release your schoolwide results to the public, parents, PTA, PAC, or the press. On June 14, a full report of the District's and each school's results will be made to the School Board and the public.

YOU CAN'T PRINT THAT
PRESS

Publication No. 81.38

KEEPING TABS ON TABS

No. 6

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

May 21, 1982

Information about the 1982 Texas Assessment of Basic Skills

SPECIAL EDITION: Writing Sample Scores

A general concern has been expressed to ORE about the writing sample scores on this year's TABS. Students whom we expected to score high on the writing sample, scored a 0, 1, or 2 on the 0-4 scale. Mastering the objectives measured by the sample requires a raw score of 2 or higher.

This problem has been reported by more than one school and is reflected in AISD's overall writing scores. This leads us to believe that the scoring procedure was set at a higher level than that for which the test was intended.

TEA's unofficial response to questions from all over the state is that the writing part of the test is still in experimental stages, and no data are available yet to interpret the results.

A major obstacle to comparing writing sample scores from one year to the next is the change in the style of writing required. The chart below shows the style for each year on the TABS writing sample.

GRADE 3

Year	Purpose	Mode
1980	(Not Tested)	
1981	Expressive	Narrative
1982	Informative	Descriptive

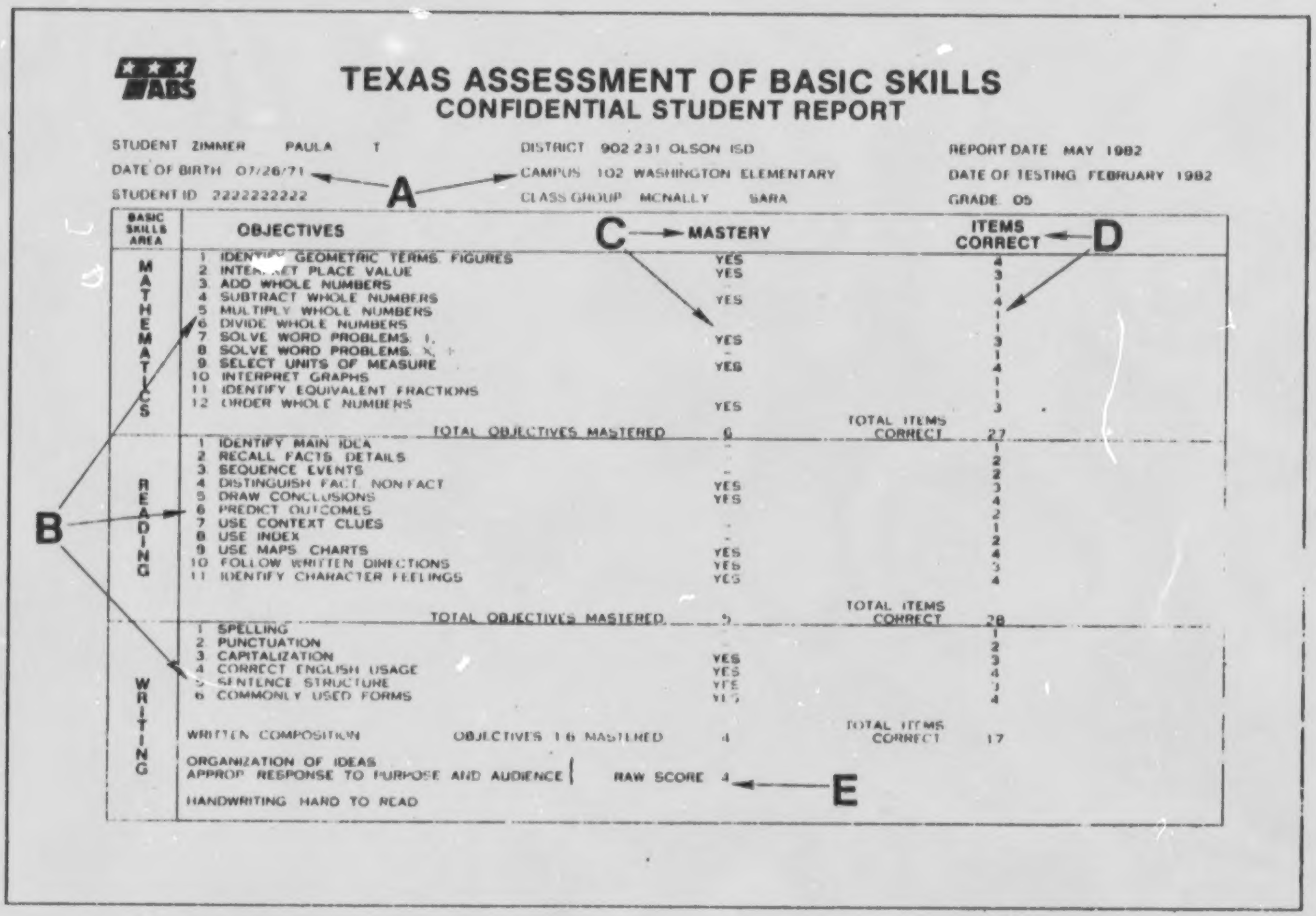
GRADE 5

Year	Purpose	Mode
1980	Expressive	Narrative
1981	Persuasive	Descriptive
1982	Informative	Descriptive

EXIT LEVEL

Year	Purpose	Mode
1980	Persuasive	Descriptive
1981	Persuasive	Descriptive
1982	Informative	Classificatory

If you have students (i.e., gifted and talented) that you know should have scored higher than they did, please let Evangelina Mangino at ORE know. TEA has offered to verify scores. It might take a long time to do the verification, but at the same time we would help TEA establish the difficulty level of the test.



TEXAS ASSESSMENT OF BASIC SKILLS
CONFIDENTIAL STUDENT REPORT

STUDENT ZIMMER PAULA T
DATE OF BIRTH 07/26/71
STUDENT ID 2222222222

DISTRICT 902 231 OLSON ISD
CAMPUS 102 WASHINGTON ELEMENTARY
CLASS GROUP MCNALLY SARA

REPORT DATE MAY 1982
DATE OF TESTING FEBRUARY 1982
GRADE 05

BASIC SKILLS AREA	OBJECTIVES	MASTERY		ITEMS CORRECT
MATHEMATICS	1 IDENTIFY GEOMETRIC TERMS, FIGURES	YES		4
	2 INTERPRET PLACE VALUE	YES		3
	3 ADD WHOLE NUMBERS	-		1
	4 SUBTRACT WHOLE NUMBERS	YES		4
	5 MULTIPLY WHOLE NUMBERS			1
	6 DIVIDE WHOLE NUMBERS			1
	7 SOLVE WORD PROBLEMS: +, −	YES		3
	8 SOLVE WORD PROBLEMS: ×, ÷	-		1
	9 SELECT UNITS OF MEASURE	YES		4
	10 INTERPRET GRAPHS			1
	11 IDENTIFY EQUIVALENT FRACTIONS			1
	12 ORDER WHOLE NUMBERS	YES		3
	TOTAL OBJECTIVES MASTERED	6	TOTAL ITEMS CORRECT	27
READING	1 IDENTIFY MAIN IDEA	-		1
	2 RECALL FACTS, DETAILS	-		2
	3 SEQUENCE EVENTS	-		2
	4 DISTINGUISH FACT, NON FACT	YES		3
	5 DRAW CONCLUSIONS	YES		4
	6 PREDICT OUTCOMES			2
	7 USE CONTEXT CLUES	-		1
	8 USE INDEX	-		2
	9 USE MAPS, CHARTS	YES		4
	10 FOLLOW WRITTEN DIRECTIONS	YES		3
	11 IDENTIFY CHARACTER FEELINGS	YES		4
	TOTAL OBJECTIVES MASTERED	5	TOTAL ITEMS CORRECT	28
WRITING	1 SPELLING			1
	2 PUNCTUATION	-		2
	3 CAPITALIZATION	YES		3
	4 CORRECT ENGLISH USAGE	YES		4
	5 SENTENCE STRUCTURE	YES		3
	6 COMMONLY USED FORMS	YES		4
	WRITTEN COMPOSITION OBJECTIVES 1-6 MASTERED	4	TOTAL ITEMS CORRECT	17
	ORGANIZATION OF IDEAS APPROP. RESPONSE TO PURPOSE AND AUDIENCE	RAW SCORE 4		
	HANDWRITING HARD TO READ			

Attachment G-4

TEXAS ASSESSMENT OF BASIC SKILLS

SUMMARY REPORT

(W) 67615-002

ALL STUDENTS

REPORT DATE: MAY 1982
DATE OF TESTING: FEBRUARY 1982
GRADE: 03

CAMPUS: [redacted]
DISTRICT: 227-901 AUSTIN ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1. READ AND WRITE WHOLE NUMBERS	157	81	37
	2. ORDER WHOLE NUMBERS	104	54	90
	3. ADD WHOLE NUMBERS	175	90	19
	4. SUBTRACT WHOLE NUMBERS	138	71	56
	5. SOLVE WORD PROBLEMS: +, -	161	83	33
	6. COMPLETE NUMBER PATTERNS	157	81	37
	7. MULTIPLY WHOLE NUMBERS	181	93	13
	8. IDENTIFY FRACTIONAL PARTS	172	89	22
	9. IDENTIFY VALUES OF MONEY	168	87	26
	10. SELECT UNITS OF MEASURE	103	53	91
	STUDENTS TESTED: 194			
READING	1. IDENTIFY MAIN IDEA	113	60	75
	2. RECALL FACTS, DETAILS	128	68	60
	3. SEQUENCE EVENTS	118	63	70
	4. FOLLOW WRITTEN DIRECTIONS	178	95	10
	5. RECOGNIZE WORDS THROUGH PHONIC ANALYSIS	166	88	22
	6. USE CONTEXT CLUES	147	78	41
	7. UNDERSTAND WORD STRUCTURES	136	72	52
	8. RECOGNIZE WORDS BY SIGHT	162	86	26
	STUDENTS TESTED: 188			
WRITING	1. SPELLING	179	96	7
	2. PUNCTUATION	116	62	70
	3. CAPITALIZATION	167	90	19
	4. CORRECT ENGLISH USAGE	149	80	37
	5. SENTENCE STRUCTURE	120	65	66

WRITTEN COMPOSITION
ORGANIZATION OF IDEAS }
APPROP. RESPONSE TO TOPIC }

% R.S. OF 4	% R.S. OF 3	% R.S. OF 2	% R.S. OF 1	% R.S. OF 0
6	24	38	30	3

HANDWRITING

% ACCEPTABLE	% HARD TO READ	% ILLEGIBLE	% NOT RATABLE
97	1	0	2

STUDENTS TESTED: 186

GROUP CHARACTERISTICS

	NUMBER	PERCENT
TOTAL ENROLLMENT	202	
Number Not Tested	6	
The following data are based on NUMBER OF STUDENTS TESTED:	196	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	1	1
Asian or Pacific Islander	5	3
Black	13	7
Hispanic	108	55
White	69	35
FREE/REDUCED PRICE MEAL PROGRAM	98	50
TITLE I REGULAR PROGRAM	38	19
TITLE I MIGRANT PROGRAMS		
Language Arts Program	12	6
Mathematics Program	0	0
Oral Language Development Program	12	6
Eligible but not Participating	2	1
Neither Eligible nor Participating	182	93
LIMITED ENGLISH PROFICIENCY	38	19
BILINGUAL PROGRAM	39	20
SPECIAL EDUCATION PROGRAM		
Learning Disability	12	6
Emotionally Disturbed	0	0
Speech Handicapped	7	4
Other Handicapping Condition	0	0
Non Special Education Students	181	92
STATE GIFTED/TALENTED PROGRAM	0	0

G-43

Attachment G-5
(Page 1 of 3)

TEXAS ASSESSMENT OF BASIC SKILLS

07615 002

SUMMARY REPORT

LIMITED ENGLISH PROFICIENT STUDENTS

REPORT DATE: MAY 1982
DATE OF TESTING: FEBRUARY 1982
GRADE: 03

CAMPUS: [redacted]
DISTRICT: 227-901 AUSTIN ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.READ AND WRITE WHOLE NUMBERS	20	53	18
	2.ORDER WHOLE NUMBERS	13	34	25
	3.ADD WHOLE NUMBERS	35	92	3
	4.SUBTRACT WHOLE NUMBERS	21	55	17
	5.SOLVE WORD PROBLEMS: +, -	27	71	11
	6.COMPLETE NUMBER PATTERNS	30	79	8
	7.MULTIPLY WHOLE NUMBERS	34	89	4
	8.IDENTIFY FRACTIONAL PARTS	30	79	8
	9.IDENTIFY VALUES OF MONEY	32	84	6
	10.SELECT UNITS OF MEASURE	7	18	31
	STUDENTS TESTED: 38			
READING	1.IDENTIFY MAIN IDEA	11	31	25
	2.RECALL FACTS, DETAILS	13	36	23
	3.SEQUENCE EVENTS	18	50	18
	4.FOLLOW WRITTEN DIRECTIONS	32	89	4
	5.RECOGNIZE WORDS THROUGH PHONIC ANALYSIS	29	81	7
	6.USE CONTEXT CLUES	13	36	23
	7.UNDERSTAND WORD STRUCTURES	13	36	23
	8.RECOGNIZE WORDS BY SIGHT	20	56	16
	STUDENTS TESTED: 36			
WRITING	1.SPELLING	32	89	4
	2.PUNCTUATION	17	47	19
	3.CAPITALIZATION	27	75	9
	4.CORRECT ENGLISH USAGE	18	50	18
	5.SENTENCE STRUCTURE	18	50	18

WRITTEN COMPOSITION
ORGANIZATION OF IDEAS }
APPROP. RESPONSE TO TOPIC }

% R.S.OF 4	% R.S.OF 3	% R.S.OF 2	% R.S.OF 1	% R.S.OF 0
3	6	36	47	8

HANDWRITING

% ACCEPTABLE	% HARD TO READ	% ILLEGIBLE	% NOT RATABLE
92	0	0	8

STUDENTS TESTED: 36

GROUP CHARACTERISTICS

TOTAL ENROLLMENT
Number Not Tested

The following data are based on NUMBER OF STUDENTS TESTED — NUMBER — PERCENT

ETHNIC COMPOSITION
American Indian or Alaskan Native
Asian or Pacific Islander
Black
Hispanic
White

FREE/REDUCED PRICE MEAL PROGRAM

TITLE I REGULAR PROGRAM

THIS INFORMATION REPORTED ONLY ON SUMMARY FOR ALL STUDENTS

TITLE I MIGRANT PROGRAMS
Language Arts Program
Mathematics Program
Oral Language Development Program
Eligible but not Participating
Neither Eligible nor Participating

LIMITED ENGLISH PROFICIENCY

BILINGUAL PROGRAM

SPECIAL EDUCATION PROGRAM
Learning Disability
Emotionally Disturbed
Speech Handicapped
Other Handicapping Condition
Non Special Education Students

STATE GIFTED/TALENTED PROGRAM

G-44

Attachment G-5
(continued, page 2 of 3)

TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT

(文) 07615 002

NON LIMITED ENGLISH PROFICIENT STUDENTS

REPORT DATE: MAY 1982
DATE OF TESTING: FEBRUARY 1982
GRADE 03

CAMPUS: [redacted]
DISTRICT: 227-901 AUSTIN ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.READ AND WRITE WHOLE NUMBERS	137	88	19
	2.ORDER WHOLE NUMBERS	91	58	65
	3.ADD WHOLE NUMBERS	140	90	16
	4.SUBTRACT WHOLE NUMBERS	117	75	39
	5.SOLVE WORD PROBLEMS: +, -	134	86	22
	6.COMPLETE NUMBER PATTERNS	127	81	29
	7.MULTIPLY WHOLE NUMBERS	147	94	9
	8.IDENTIFY FRACTIONAL PARTS	142	91	14
	9.IDENTIFY VALUES OF MONEY	136	87	20
	10.SELECT UNITS OF MEASURE	96	62	60
	STUDENTS TESTED: 156			
READING	1.IDENTIFY MAIN IDEA	102	67	50
	2.RECALL FACTS, DETAILS	115	76	37
	3.SEQUENCE EVENTS	100	66	52
	4.FOLLOW WRITTEN DIRECTIONS	146	96	6
	5.RECOGNIZE WORDS THROUGH PHONIC ANALYSIS	137	90	15
	6.USE CONTEXT CLUES	134	88	18
	7.UNDERSTAND WORD STRUCTURES	123	81	29
	8.RECOGNIZE WORDS BY SIGHT	142	93	10
	STUDENTS TESTED: 152			
WRITING	1.SPELLING	147	98	3
	2.PUNCTUATION	99	66	51
	3.CAPITALIZATION	140	93	10
	4.CORRECT ENGLISH USAGE	131	87	19
	5.SENTENCE STRUCTURE	102	68	48

WRITTEN COMPOSITION
ORGANIZATION OF IDEAS }
APPROP. RESPONSE TO TOPIC }

% R.S.OF 4	% R.S.OF 3	% R.S.OF 2	% R.S.OF 1	% R.S.OF 0
7	28	38	26	1

HANDWRITING

% ACCEPTABLE	% HARD TO READ	% ILLEGIBLE	% NOT RATABLE
99	1	0	0

STUDENTS TESTED: 150

GROUP CHARACTERISTICS --

TOTAL ENROLLMENT

Number Not Tested

The following data are based on NUMBER OF STUDENTS TESTED.	NUMBER	PERCENT
ETHNIC COMPOSITION		
American Indian or Alaskan Native		
Asian or Pacific Islander		
Black		
Hispanic		
White		
FREE/REDUCED PRICE MEAL PROGRAM		
TITLE I REGULAR PROGRAM		
TITLE I MIGRANT PROGRAMS		
Language Arts Program		
Mathematics Program		
Oral Language Development Program		
Eligible but not Participating		
Neither Eligible nor Participating		
LIMITED ENGLISH PROFICIENCY		
BILINGUAL PROGRAM		
SPECIAL EDUCATION PROGRAM		
Learning Disability		
Emotionally Disturbed		
Speech Handicapped		
Other Handicapping Condition		
Non Special Education Students		
STATE GIFTED/TALENTED PROGRAM		

THIS
INFORMATION
REPORTED
ONLY
ON
SUMMARY
FOR
ALL
STUDENTS

Attachment G-5
(continued, page 3 of 3)

TEXAS ASSESSMENT OF BASIC SKILLS

SUMMARY REPORT

ALL STUDENTS

REPORT DATE: MAY 1982

DATE OF TESTING: FEBRUARY 1982

GRADE: 05

DISTRICT: 227-901 AUSTIN ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1. IDENTIFY GEOMETRIC TERMS, FIGURES	2269	55	1840
	2. INTERPRET PLACE VALUE	2361	57	1748
	3. ADD WHOLE NUMBERS	3613	88	496
	4. SUBTRACT WHOLE NUMBERS	3203	78	906
	5. MULTIPLY WHOLE NUMBERS	3215	78	894
	6. DIVIDE WHOLE NUMBERS	2879	70	1230
	7. SOLVE WORD PROBLEMS: +, -	3397	83	712
	8. SOLVE WORD PROBLEMS: ×, ÷	2455	60	1654
	9. SELECT UNITS OF MEASURE	3708	90	401
	10. INTERPRET GRAPHS	3725	91	384
	11. IDENTIFY EQUIVALENT FRACTIONS	2130	52	1979
	12. ORDER WHOLE NUMBERS	3517	86	592
	STUDENTS TESTED: 4109			
READING	1. IDENTIFY MAIN IDEA	2512	62	1562
	2. RECALL FACTS, DETAILS	2941	72	1133
	3. SEQUENCE EVENTS	3004	74	1070
	4. DISTINGUISH FACT, NON-FACT	2415	59	1659
	5. DRAW CONCLUSIONS	2563	63	1511
	6. PREDICT OUTCOMES	2661	65	1413
	7. USE CONTEXT CLUES	3815	94	259
	8. USE INDEX	3517	86	557
	9. USE MAPS, CHARTS	3539	87	535
	10. FOLLOW WRITTEN DIRECTIONS	3385	83	689
	11. IDENTIFY CHARACTER FEELINGS	3259	80	815
	STUDENTS TESTED: 4074			
WRITING	1. SPELLING	3954	98	100
	2. PUNCTUATION	2506	62	1548
	3. CAPITALIZATION	3565	88	489
	4. CORRECT ENGLISH USAGE	2912	72	1142
	5. SENTENCE STRUCTURE	3302	81	752
	6. COMMONLY USED FORMS	3708	91	346

WRITTEN COMPOSITION
ORGANIZATION OF IDEAS }
APPROP. RESPONSE--PURPOSE/AUDIENCE }

% R.S. OF 4	% R.S. OF 3	% R.S. OF 2	% R.S. OF 1	% R.S. OF 0
3	15	52	28	2

HANDWRITING

% ACCEPTABLE	% HARD TO READ	% ILLEGIBLE	% NOT RATABLE
98	1	0	1

STUDENTS TESTED: 4054

GROUP CHARACTERISTICS

	NUMBER	PERCENT
TOTAL ENROLLMENT	4452	
Number Not Tested	305	
The following data are based on NUMBER OF STUDENTS TESTED:	4147	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	11	0
Asian or Pacific Islander	67	2
Black	774	19
Hispanic	1120	27
White	2175	52
FREE/REDUCED PRICE MEAL PROGRAM	1697	41
TITLE I REGULAR PROGRAM	377	9
TITLE I MIGRANT PROGRAMS		
Language Arts Program	32	1
Mathematics Program	0	0
Oral Language Development Program	30	1
Eligible but not Participating	56	1
Neither Eligible nor Participating	4059	98
LIMITED ENGLISH PROFICIENCY	152	4
BILINGUAL PROGRAM	135	3
SPECIAL EDUCATION PROGRAM		
Learning Disability	159	4
Emotionally Disturbed	17	0
Speech Handicapped	59	1
Other Handicapping Condition	9	0
Non Special Education Students	3939	95
STATE GIFTED/TALENTED PROGRAM	174	4

Attachment G-6
(Page 1 of 3)

10/615-002

TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT

LIMITED ENGLISH PROFICIENT STUDENTS

REPORT DATE: MAY 1982

DATE OF TESTING: FEBRUARY 1982

GRADE: 05

DISTRICT: 227-901 AUSTIN ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.IDENTIFY GEOMETRIC TERMS, FIGURES	34	22	118
	2.INTERPRET PLACE VALUE	49	32	103
	3.ADD WHOLE NUMBERS	120	79	32
	4.SUBTRACT WHOLE NUMBERS	94	62	58
	5.MULTIPLY WHOLE NUMBERS	96	63	56
	6.DIVIDE WHOLE NUMBERS	76	50	76
	7.SOLVE WORD PROBLEMS: +, -	105	69	47
	8.SOLVE WORD PROBLEMS: ×, ÷	47	31	105
	9.SELECT UNITS OF MEASURE	103	68	49
	10.INTERPRET GRAPHS	91	60	61
	11.IDENTIFY EQUIVALENT FRACTIONS	34	22	118
	12.ORDER WHOLE NUMBERS	84	55	68
	STUDENTS TESTED: 152			
READING	1.IDENTIFY MAIN IDEA	26	18	119
	2.RECALL FACTS, DETAILS	53	37	92
	3.SEQUENCE EVENTS	38	26	107
	4.DISTINGUISH FACT, NON-FACT	26	18	119
	5.DRAW CONCLUSIONS	33	23	112
	6.PREDICT OUTCOMES	31	21	114
	7.USE CONTEXT CLUES	93	64	52
	8.USE INDEX	105	72	40
	9.USE MAPS, CHARTS	84	58	61
	10.FOLLOW WRITTEN DIRECTIONS	61	42	84
	11.IDENTIFY CHARACTER FEELINGS	60	41	85
	STUDFNTS TESTED: 145			
WRITING	1.SPELLING	124	86	20
	2.PUNCTUATION	48	33	96
	3.CAPITALIZATION	85	59	59
	4.CORRECT ENGLISH USAGE	43	30	101
	5.SENTENCE STRUCTURE	72	50	72
	6.COMMONLY USED FORMS	98	68	46

WRITTEN COMPOSITION

ORGANIZATION OF IDEAS }
APPROP. RESPONSE--PURPOSE/AUDIENCE }

% R.S.OF 4	% R.S.OF 3	% R.S.OF 2	% R.S.OF 1	% R.S.OF 0
0	3	44	40	13

HANDWRITING

% ACCEPTABLE	% HARD TO READ	% ILLEGIBLE	% NOT RATABLE
90	4	0	6

STUDENTS TESTED: 144

GROUP CHARACTERISTICS

TOTAL ENROLLMENT

Number Not Tested

The following data are based on NUMBER OF STUDENTS TESTED:	NUMBER	PERCENT
ETHNIC COMPOSITION	THIS INFORMATION REPORTED ONLY ON SUMMARY FOR ALL STUDENTS	
American Indian or Alaskan Native		
Asian or Pacific Islander		
Black		
Hispanic		
White		
FREE/REDUCED PRICE MEAL PROGRAM		
TITLE I REGULAR PROGRAM		
TITLE I MIGRANT PROGRAMS		
Language Arts Program		
Mathematics Program		
Oral Language Development Program		
Eligible but not Participating		
Neither Eligible nor Participating		
LIMITED ENGLISH PROFICIENCY		
BILINGUAL PROGRAM		
SPECIAL EDUCATION PROGRAM		
Learning Disability		
Emotionally Disturbed		
Speech Handicapped		
Other Handicapping Condition		
Non Special Education Students		
STATE GIFTED/TALENTED PROGRAM		

Attachment G-6
(continued, page 2 of 3)

(W) 07015 002

TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT

NON LIMITED ENGLISH PROFICIENT STUDENTS

REPORT DATE: MAY 1982
DATE OF TESTING: FEBRUARY 1982
GRADE: 05

DISTRICT: 227-901 AUSTIN ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.IDENTIFY GEOMETRIC TERMS, FIGURES	2235	56	1722
	2.INTERPRET PLACE VALUE	2312	58	1645
	3.ADD WHOLE NUMBERS	3493	88	464
	4.SUBTRACT WHOLE NUMBERS	3109	79	848
	5.MULTIPLY WHOLE NUMBERS	3119	79	838
	6.DIVIDE WHOLE NUMBERS	2803	71	1154
	7.SOLVE WORD PROBLEMS: +, -	3292	83	665
	8.SOLVE WORD PROBLEMS: ×, ÷	2408	61	1549
	9.SELECT UNITS OF MEASURE	3605	91	352
	10.INTERPRET GRAPHS	3634	92	323
	11.IDENTIFY EQUIVALENT FRACTIONS	2096	53	1861
	12.ORDER WHOLE NUMBERS	3433	87	524
	STUDENTS TESTED: 3957			
READING	1.IDENTIFY MAIN IDEA	2486	63	1443
	2.RECALL FACTS, DETAILS	2888	74	1041
	3.SEQUENCE EVENTS	2966	75	963
	4.DISTINGUISH FACT, NON-FACT	2389	61	1540
	5.DRAW CONCLUSIONS	2530	64	1399
	6.PREDICT OUTCOMES	2630	67	1299
	7.USE CONTEXT CLUES	3722	95	207
	8.USE INDEX	3412	87	517
	9.USE MAPS, CHARTS	3455	88	474
	10.FOLLOW WRITTEN DIRECTIONS	3324	85	605
	11.IDENTIFY CHARACTER FEELINGS	3199	81	730
	STUDENTS TESTED: 3929			
WRITING	1.SPELLING	3830	98	80
	2.PUNCTUATION	2458	63	1452
	3.CAPITALIZATION	3480	89	430
	4.CORRECT ENGLISH USAGE	2869	73	1041
	5.SENTENCE STRUCTURE	3230	83	680
	6.COMMONLY USED FORMS	3610	92	300

WRITTEN COMPOSITION
ORGANIZATION OF IDEAS
APPROP. RESPONSE--PURPOSE/AUDIENCE }

% R.S.OF 4	% R.S.OF 3	% R.S.OF 2	% R.S.OF 1	% R.S.OF 0
3	15	52	28	1

HANDWRITING

% ACCEPTABLE	% HARD TO READ	% ILLEGIBLE	% NOT RATABLE
98	1	0	0

STUDENTS TESTED: 3910

GROUP CHARACTERISTICS

TOTAL ENROLLMENT

Number Not Tested

The following data are based on NUMBER OF STUDENTS TESTED: NUMBER PERCENT

ETHNIC COMPOSITION
- American Indian or Alaskan Native
- Asian or Pacific Islander
- Black
- Hispanic
- White

FREE/REDUCED PRICE MEAL PROGRAM

TITLE I REGULAR PROGRAM

THIS INFORMATION REPORTED ONLY ON SUMMARY FOR ALL STUDENTS

TITLE I MIGRANT PROGRAMS
- Language Arts Program
- Mathematics Program
- Oral Language Development Program
- Eligible but not Participating
- Neither Eligible nor Participating

LIMITED ENGLISH PROFICIENCY

BILINGUAL PROGRAM

SPECIAL EDUCATION PROGRAM
- Learning Disability
- Emotionally Disturbed
- Speech Handicapped
- Other Handicapping Condition
- Non Special Education Students

STATE GIFTED/TALENTED PROGRAM

G-48

Attachment G-6
(continued, page 3 of 3)

[illegible]

TEXAS ASSESSMENT OF BASIC SKILLS
DEMOGRAPHIC SUMMARY

REPORT DATE: MAY 1982
DATE OF TESTING: FEBRUARY 1982
GRADE: 03

DISTRICT: 227-901 AUSTIN ISD

CAMPUS:		ENROLLMENT DATA			ETHNIC GROUP					MEAL PROG	TITLE I PROGRAM						LTD ENG PROF	BI-LING PROG	SPEC. EDUCATION PROGRAM					STATE G/T PROG
												MIGRANT PROGRAMS												
		GR TOT	STU NOT TEST	STU TEST	I	A	B	H	W		REG	LANG ART	MATH	OLD	ELIG NOT PART	NOT ELIG			LD	ED	SH	OH	NON SPEC ED	
DISTRICT TOTALS AUSTIN ISD	NUM	4086	219	3867	13	63	769	1152	1870	1633	620	34	1	34	69	3762	251	256	140	0	96	14	3654	120
	PCT			100	0	2	20	30	48	42	16	1	0	1	2	97	6	7	4	0	2	0	94	3

Attachment G-7
(Page 1 of 3)

[illegible]

TEXAS ASSESSMENT OF BASIC SKILLS

DEMOGRAPHIC SUMMARY

REPORT DATE: MAY 1982
DATE OF TESTING: FEBRUARY 1982
GRADE: 05

DISTRICT: 227-901 AUSTIN ISD

CAMPUS:		ENROLLMENT DATA			ETHNIC GROUP					MEAL PROG	TITLE I PROGRAM						LTD ENG PROF	BI-LING PROG	SPEC. EDUCATION PROGRAM					STATE G/T PROG
												MIGRANT PROGRAMS												
		GR TOT	STU NOT TEST	STU TEST	I	A	B	H	W		REG	LANG ART	MATH	OLD	ELIG NOT PART	NOT ELIG			LD	ED	SH	OH	NON SPEC ED	
DISTRICT TOTALS AUSTIN ISD	NBR	4453	305	4147	11	67	774	1120	2175	1697	377	32	0	30	56	4059	152	135	159	17	59	9	3939	174
	PCT			100	0	2	19	27	52	41	9	1	0	1	1	98	4	3	4	0	1	0	95	4

Attachment G-7
(continued, page 2 of 3)

[illegible]

TEXAS ASSESSMENT OF BASIC SKILLS

DEMOGRAPHIC SUMMARY

REPORT DATE: MAY 1982
DATE OF TESTING: FEBRUARY 1982
GRADE: 09-EXIT LEVEL

DISTRICT: 227-901 AUSTIN ISD

CAMPUS:		ENROLLMENT DATA			ETHNIC GROUP					MEAL PROG	TITLE I PROGRAM						LTD ENG PROF	BI-LING PROG	SPEC. EDUCATION PROGRAM					STATE G/T PROG
											REG	MIGRANT PROGRAMS												
		GR TOT	STU NOT TEST	STU TEST	I	A	B	H	W			LANG ART	MATH	OLD	ELIG NOT PART	NOT ELIG			LD	ED	SH	OH	NON SPEC ED	
DISTRICT TOTALS AUSTIN ISD	NUM	4873	553	4320	14	64	750	1122	2370	1030	6	44	0	44	30	4238	113	101	220	20	21	6	4071	48
	PCT			100	0	1	17	26	55	24	0	1	0	1	1	98	3	2	5	0	0	0	94	1

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Attachment G-7
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Table 1. Percent Mastery, 1982 TABS, Grade Three

Basic Skills Areas	Objectives	Austin			Corpus Christi			Dallas			El Paso			Fort Worth			Houston			San Antonio			Yaleta		
		80	81	82	80	81	82	80	81	82	80	81	82	80	81	82	80	81	82	80	81	82	80	81	82
MATHEMATICS	1. Read and Write Whole Numbers	-	83	85	-	78	85	-	82	85	-	81	83	-	83	82	-	79	82	-	79	82	-	81	82
	2. Order Whole Numbers	-	62	60	-	42	59	-	58	59	-	54	57	-	61	55	-	41	45	-	56	53	-	46	50
	3. Add Whole Numbers	-	77	86	-	74	81	-	83	89	-	81	91	-	80	84	-	75	80	-	83	87	-	80	89
	4. Subtract Whole Numbers	-	63	70	-	45	62	-	69	73	-	67	78	-	66	66	-	56	61	-	71	70	-	67	75
	5. Solve Word Problems: +, -	-	78	84	-	78	84	-	76	84	-	76	83	-	80	82	-	74	81	-	77	83	-	81	85
	6. Complete Number Patterns	-	78	82	-	75	83	-	77	83	-	80	85	-	81	81	-	72	78	-	79	81	-	77	83
	7. Multiply Whole Numbers	-	86	92	-	83	91	-	90	94	-	89	95	-	86	89	-	82	87	-	90	92	-	87	92
	8. Identify Fractional Parts	-	77	79	-	87	91	-	84	88	-	68	89	-	83	79	-	58	64	-	85	86	-	63	83
	9. Identify Values of Money	-	79	87	-	86	90	-	87	93	-	80	90	-	85	90	-	81	89	-	85	90	-	80	90
	10. Select Units of Measure	-	48	63	-	35	49	-	44	55	-	42	60	-	44	55	-	34	42	-	39	46	-	44	54
READING	1. Identify Main Idea	-	62	65	-	52	60	-	55	56	-	51	56	-	59	54	-	49	49	-	57	56	-	52	54
	2. Recall Facts, Details	-	71	81	-	62	76	-	67	79	-	61	75	-	69	76	-	60	72	-	66	75	-	67	74
	3. Sequence Events	-	73	69	-	64	65	-	70	69	-	63	62	-	73	66	-	63	59	-	69	60	-	65	59
	4. Follow Written Directions	-	92	97	-	88	95	-	89	95	-	85	92	-	93	94	-	84	90	-	92	95	-	88	92
	5. Recognize Words Through Phonic Analysis	-	90	93	-	86	90	-	86	90	-	87	88	-	87	85	-	84	88	-	89	89	-	89	87
	6. Use Context Clues	-	83	86	-	74	81	-	78	83	-	73	78	-	78	79	-	71	79	-	76	79	-	79	78
	7. Understand Word Structures	-	69	83	-	59	75	-	62	78	-	51	71	-	63	72	-	56	72	-	63	73	-	55	73
	8. Recognize Words by Sight	-	84	94	-	78	90	-	79	89	-	74	84	-	80	86	-	75	86	-	79	87	-	79	86
WRITING	1. Spelling	-	93	97	-	91	96	-	92	95	-	85	93	-	92	93	-	90	94	-	91	94	-	91	95
	2. Punctuation	-	55	70	-	50	64	-	58	70	-	52	67	-	61	63	-	46	57	-	51	60	-	51	61
	3. Capitalization	-	83	90	-	81	88	-	84	89	-	82	89	-	85	86	-	76	81	-	80	84	-	83	87
	4. Correct English Usage	-	75	84	-	70	78	-	72	76	-	68	75	-	73	73	-	63	69	-	71	74	-	73	79
	5. Sentence Structure	-	67	73	-	60	67	-	67	74	-	69	74	-	68	66	-	54	60	-	67	67	-	70	73
	Written Composition																								
	Raw Score - 4	-	34	8	-	21	6	-	27	7	-	28	7	-		9	-	19	5	-	22	6	-	33	7
	Raw Score - 3	-		22	-		19	-		20	-		21	-		21	-		17	-		18	-		20
	Raw Score - 2	-	58	37	-	68	41	-	58	40	-	56	36	-		36	-	62	38	-	66	39	-	58	38
	Raw Score - 1	-	8	31	-	10	33	-	15	31	-	16	32	-		32	-	19	36	-	12	36	-	9	33
	Raw Score - 0	-		1	-		1	-		2	-		3	-		3	-		3	-		2	-		2
	Handwriting																								
	Acceptable	-	97	96	-	98	97	-	98	96	-	98	97	-		95	-	96	93	-	98	89	-	97	94
	Hard to Read	-	1	3	-		2	-		2	-		2	-		4	-		5	-		9	-		5
	Illegible	-	0	0	-		0	-		0	-		0	-		0	-		0	-		0	-		0
	Not Ratable	-	2	1	-		1	-		1	-		1	-		2	-		2	-		1	-		1

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Table 2. Percent Mastery, 1982 TABS, Grade Five

Basic Skills Area	Objectives	Austin			Corpus Christi			Dallas			El Paso			Fort Worth			Houston			San Antonio			Yaleta		
		80	81	82	80	81	82	80	81	82	80	81	82	80	81	82	80	81	82	80	81	82	80	81	82
	1. Identify Geometric Terms, Figures	43	60	55	49	64	63	46	64	63	33	58	64	55	65	70	54	48	43	48	73	71		56	53
M	2. Interpret Place Value	50	40	57	41	38	55	36	33	54	45	30	59	45	38	49	46	45	52	40	38	59		32	42
A	3. Add Whole Numbers	86	87	88	84	86	91	78	86	86	86	89	91	84	87	88	84	85	89	86	90	91		87	90
T	4. Subtract Whole Numbers	78	78	78	66	74	78	57	70	69	77	79	82	63	69	69	68	73	72	71	81	82		74	77
H	5. Multiply Whole Numbers	73	74	78	50	55	66	50	61	68	68	72	81	58	64	69	67	69	75	67	76	81		73	82
E	6. Divide Whole Numbers	70	70	70	56	61	71	51	60	64	64	71	72	57	64	68	69	73	73	64	74	73		70	75
M	7. Solve Word Problems: +, -	81	84	83	73	83	81	61	82	78	74	82	80	75	84	80	75	80	78	70	84	82		83	82
A	8. Solve Word Problems: x, ÷	59	60	60	53	54	55	38	45	47	48	50	54	55	55	58	54	56	58	43	53	52		57	61
T	9. Select Units of Measure	90	90	90	83	87	85	76	83	82	87	87	88	82	85	85	81	83	86	82	88	89		87	90
I	10. Interpret Graphs	85	89	91	78	84	90	70	83	87	76	81	89	81	87	89	78	82	84	75	86	87		81	88
C S	11. Identify Equivalent Fractions	54	51	52	46	48	48	35	40	51	41	38	60	47	48	49	48	44	37	47	51	57		44	37
	12. Order Whole Numbers	78	81	86	63	67	81	57	71	77	73	77	86	68	72	76	63	67	71	60	75	81		69	76
	1. Identify Main Idea	59	65	62	48	54	56	38	48	45	45	49	50	52	55	52	48	51	51	44	58	54		50	49
	2. Recall Facts, Details	88	65	72	83	56	67	71	55	66	82	57	66	82	60	71	82	54	65	78	61	70		61	71
R	3. Sequence Events	71	70	74	60	59	68	51	62	65	57	56	60	64	67	71	62	59	65	53	64	69		61	65
E	4. Distinguish Fact, Non-Fact	42	58	59	29	48	59	21	47	53	22	44	56	30	59	60	29	49	47	23	53	54		45	47
A	5. Draw Conclusions	72	57	63	60	46	55	49	45	52	58	47	56	62	49	57	60	45	53	52	46	56		48	57
D	6. Predict Outcomes	57	63	65	47	53	58	40	51	52	44	54	56	52	58	61	47	53	54	42	56	60		56	60
I	7. Use Context Clues	90	91	94	84	87	92	77	85	88	83	81	86	85	88	90	84	84	89	83	90	91		86	90
N	8. Use Index	87	80	86	80	74	87	73	75	83	78	73	86	81	76	84	83	71	82	76	80	85		75	85
G	9. Use Maps, Charts	85	77	87	77	64	85	65	68	79	75	65	81	79	71	83	78	66	79	68	68	83		63	78
	10. Follow Written Directions	87	83	83	82	74	83	75	74	78	80	71	79	84	81	79	80	70	74	79	86	83		76	75
	11. Identify Character Feelings	79	77	80	66	68	75	56	63	70	67	68	71	69	70	76	65	62	70	59	69	75		74	79
	1. Spelling	96	96	98	92	95	97	89	94	94	92	94	94	93	96	95	93	93	95	91	96	96		95	96
	2. Punctuation	66	63	62	57	56	56	48	58	57	55	54	61	59	61	58	62	62	56	51	58	56		56	61
	3. Capitalization	87	88	88	85	89	87	76	86	85	85	87	88	87	90	88	86	86	85	77	85	85		89	90
W	4. Correct English Usage	74	71	72	67	64	69	48	55	60	66	64	71	65	66	68	60	56	62	58	63	65		72	77
R	5. Sentence Structure	82	82	81	79	79	81	72	77	78	82	81	83	81	80	79	78	74	75	77	81	81		84	85
I	6. Commonly Used Forms	91	91	91	89	89	88	83	88	87	88	88	89	90	90	86	89	87	85	86	91	90		89	87
T I																									
N	Written Composition																								
G	Raw Score - 4	70	22	3	65	16	2	45	18	1	64	28	1	60	18	2	60	14	2	58	25	1		29	2
	Raw Score - 3			15			12			12			14			12			13			12			19
	Raw Score - 2	26	61	52	28	65	53	40	57	51	27	53	51	32	61	48	31	61	47	34	53	53		52	53
	Raw Score - 1	4	17	28	6	19	31	14	25	32	8	19	31	8	21	35	9	25	34	9	22	32		19	24
	Raw Score - 0			2			2			4			3			3			4			2			2
	Handwriting																								
	Acceptable	97	98	98	92	99	99	91	98	96	95	99	98	95	99	97	95	98	96	96	99	96		98	98
	Hard to Read	2	1	1			1			2			1			2			2			4			2
	Illegible	0	0	0			0			0			0			0			0			0			0
	Not Ratable	1	1	1			0			2			0			1			2			1			1

Attachment G-8
(continued, page 2 of 3)

Table 3. Percent Mastery, 1982 TABS, Exit Level

Basic Skills Area	Objectives	Austin			Corpus Christi			Dallas			El Paso			Fort Worth			Houston			San Antonio			Yaleta		
		80	81	82	80	81	82	80	81	82	80	81	82	80	81	82	80	81	82	80	81	82	80	81	82
MATHEMATICS	1. Add/Subtract Whole Numbers	93	94	95	96	97	97	85	90	92	94	95	96	89	91	91	90	91	93	87	92	95		96	95
	2. Multiply/Divide Whole Numbers	81	86	89	86	93	93	66	76	82	81	89	92	70	79	81	80	84	87	66	79	85		91	91
	3. Solve Problems: +, -, x, ÷	62	63	66	58	66	69	40	46	47	58	59	63	47	53	49	55	52	56	42	47	53		60	67
	4. Use Fractions/Mixed Nos: +, -, x,	66	65	69	69	69	74	38	41	48	56	56	60	43	45	47	54	53	57	37	40	45		56	60
	5. Use Decimals: +, -, x, ÷	77	78	80	79	80	83	59	60	68	81	79	82	61	62	68	68	65	72	61	56	69		76	82
	6. Solve Personal Finance Problems	47	50	49	44	52	52	35	38	42	34	37	45	39	44	43	40	37	36	24	32	35		41	45
	7. Find Total Dollar Amount/ Correct Change	77	81	88	81	88	88	65	74	83	76	81	89	70	76	82	77	77	86	61	73	86		84	89
	8. Use Measurement Units	71	70	76	72	73	77	54	58	64	67	69	75	61	60	63	65	61	69	51	55	65		67	76
	9. Use Ratio/Proportion/Percent	55	51	45	51	55	53	38	39	37	46	46	42	42	43	35	48	43	36	30	33	32		48	43
	10. Determine Distance/Location on Maps	80	83	87	79	85	86	65	70	78	74	74	86	71	74	78	71	70	78	64	72	80		77	82
	11. Read, Interpret Charts/ Graphs	87	94	91	89	96	93	76	87	86	85	93	90	82	91	88	85	90	88	74	90	89		95	92
	TOTAL	72	72	76	75	79	82	49	54	61	68	70	76	56	60	61	64	61	67	46	54	63		72	77
READING	1. Identify Main Idea	75	70	68	75	70	67	57	53	52	70	65	63	67	62	62	67	59	58	53	53	55		68	66
	2. Sequence Events	72	68	71	75	74	75	57	58	60	69	62	66	68	66	69	67	62	65	54	55	62		68	72
	3. Perceive Cause-Effect	74	75	72	73	81	77	60	67	60	67	74	68	68	74	66	68	70	65	55	66	61		76	72
	4. Evaluate Information	79	70	71	79	69	75	65	55	56	74	65	67	73	65	66	71	60	61	62	55	56		68	72
	5. Distinguish Fact, Non-Fact	63	67	65	60	66	65	44	49	50	52	63	60	53	62	57	53	56	56	38	50	45		60	54
	6. Draw Conclusions	68	69	71	63	72	73	49	55	59	60	66	68	61	65	65	56	58	62	43	58	64		71	73
	7. Make Generalizations	60	57	63	59	56	66	45	48	51	54	51	62	55	56	60	52	51	58	40	46	54		57	66
	8. Follow Written Directions	93	89	91	93	95	90	87	84	85	91	88	91	91	89	86	90	83	87	88	85	89		90	91
	9. Use Parts of Book	64	62	67	58	63	62	54	50	54	52	53	56	55	56	57	56	51	59	45	47	51		57	60
	10. Use Reference Skills	88	86	85	86	89	88	76	76	73	78	80	76	77	81	74	82	80	81	74	78	78		85	82
	11. Use Maps, Charts	76	66	77	74	[illegible]	81	59	57	65	68	60	71	68	66	71	69	58	70	52	53	66		65	77
	TOTAL	72	69	71	71	73	75	53	53	56	63	63	65	63	65	64	63	58	62	46	52	57		67	71
WRITING	1. Spelling	85	89	88	85	91	91	78	77	81	82	85	82	81	84	84	81	83	85	76	79	80		88	87
	2. Punctuation	68	66	75	67	58	78	55	60	70	65	60	70	59	62	71	63	60	74	48	52	63		64	71
	3. Capitalization	73	86	89	79	94	95	62	81	83	72	87	88	72	89	87	70	84	87	65	85	83		87	91
	4. Correct English Usage	66	64	70	64	64	67	51	52	55	61	57	58	61	61	62	56	57	58	47	48	48		62	62
	5. Sentence Structure	82	80	81	82	81	84	71	72	71	81	78	78	75	77	73	75	74	76	68	71	74		85	85
	6. Commonly Used Forms	82	83	86	85	87	91	77	77	80	79	79	81	78	83	85	78	77	83	70	75	83		84	88
	Written Composition																								
	Raw Score - 4	2	17	0	1	27	1	0	12	0	1	15	0	1	21	0	2	18	0	1	10	0		30	0
	Raw Score - 3			10			13			7			8			10			7			8			11
	Raw Score - 2	59	68	71	55	63	68	35	65	58	56	69	66	46	63	63	50	59	59	41	67	61		60	69
	Raw Score - 1	39	16	15	44	10	17	64	23	28	43	16	22	53	16	22	48	24	27	58	23	26		10	17
	Raw Score - 0			4			2			7			5			5			7			4			3
	Handwriting																								
	Acceptable	90	96	93	93		95	88	94	90	88	96	94	85	97	93	85	93	91	81	95	90		97	95
	Hard to Read	7	2	4			3			4			2			4			3			7			3
	Illegible	0	0	0			0			0			0			0			0			0			0
	Not Ratable	3	2	3			2			5			3			4			6			4			2
	TOTAL	59	79	77	54	86	80	34	71	61	56	79	70	45	79	70	50	71	64	40	69	65		86	78

Attachment G-8
(continued, page 3 of 3)

Systemwide Evaluation

Appendix H

TEACHER SURVEY

81.24 Instrument Description:

Brief description of the instrument:

A computer-generated questionnaire, with a unique assortment of from 9 to 14 questions per teacher from an item pool of 63 items. There were specific items for some programs and the remaining questions were randomly assigned.

To whom was the instrument administered?

All Migrant Program and Rainbow Kit Program teachers, all teachers at Crockett High School and Martin Junior High, and a 50% random sample of all other teachers in the District. Teachers who had previously been sent a Retention Survey were excluded from the sample.

How many times was the instrument administered?

Once, with one reminder notice.

When was the instrument administered?

Initial mailing was March 2, 1982, with a reminder sent on March 23, 1982. The closing date for data processing was April 9, 1982.

Where was the instrument administered?

To the teachers in their schools.

Who administered the instrument?

Self-administered.

What training did the administrators have?

N/A.

Was the instrument administered under standardized conditions?

N/A.

Were there problems with the instrument or the administration that might affect the validity of the data?

Unknown.

Who developed the instrument?

The Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

Some items are comparable to items from previous surveys.

TEACHER SURVEY

Purpose

The teacher survey, Questions for Teachers, was conducted in spring 1982. It was designed to continue some data collected by previous staff surveys, to add new questions to our longitudinal data base, and to gather data required for several evaluations. An effort was made to avoid sending a number of surveys to teachers, so questions needed for the Migrant, Rainbow Kit, Drugs Off Campus, Title VII, Local-State Bilingual, and ESAA/Desegregation Evaluations were included as well as those for District Priorities Evaluation. Questions were also included from the Superintendent's and Personnel Offices and the Forming the Future Project.

The survey was designed to contribute information for the following District Priorities decision and evaluation questions:

> Accreditation Decision Question D1. Has the Austin Independent School District made progress towards meeting its five-year goals as set forth in the Accreditation Plan? Has the District met its objectives for the second year (1981-82)? Should AISD modify the five-year plan as it is specified for 1982-83?
>
> > Evaluation Question D1-5. Do AISD personnel feel that improvements have been made in the coordination of special education, bilingual education, and "regular" education during 1981-82?
>
> Low SES and Minority Achievement Question D1. Based on the data from the 1981-82 school year, should the third year of the five-year priorities plan for improvement of achievement of low socioeconomic status and minority students be implemented as planned?
>
> > Evaluation Question D1-7. Do staff perceive low SES and minority student achievement to be improving as a result of the emphasis in this area?
>
> Retention and Promotion Decision Question D2. Should additional resources or activities related to the retention/promotion policy be considered?

Procedure

Multiple unique forms of "Questions for Teachers" were generated on the District's IBM computer. The total item pool consisted of 63 items (Attachment H-1). The sample was taken from the personnel/teacher file in the following steps:

1. Include all teachers with location codes for Crockett High School and Martin Junior High School (participating in the Drugs Off Campus Program).

2. Include all teachers listed as participating in Title I Migrant and Rainbow Kit Programs.

3. Exclude elementary teachers who had already received Retention Surveys.

4. Exclude nine Migrant prekindergarten teachers who were to be interviewed.

5. From the remaining teachers randomly select 50% to include.

The total sample was 1582 teachers. Three of these were found to have left the District, leaving a sample of 1579.

Attachment H-2 shows how questions were assigned to teachers. Form length varied from 9 to 14 items. Attachment H-3 shows how many surveys were assigned each item. Attachment H-4 is a sample survey form. Items 1-33 were randomly assigned to any teachers, with the specification that 31 and 32 be assigned together and only one or two of 25-30 (open-response items) be assigned on each form. Items 34-41 were assigned only to Migrant Program teachers, 42-45 only to Rainbow Kit teachers, 46-48 only to elementary teachers, 49 only to teachers in high-impact elementary schools, 50-51 to teachers in any high-impact schools, 52-57 to elementary teachers and as a unit (LEP questions), 58 and 59 only to secondary teachers, and 60-63 only to teachers at Crockett and Martin (DOC questions).

Memos were sent to principals before the surveys were sent (Attachment H-5). The 1579 surveys were mailed through school mail on March 2, 1982. Each survey included a sequence number to allow the returns to be checked in. A second survey was sent out on March 23, 1982 to any teachers who had not returned their surveys. The return rate before the second mailing was 63.8%. The final return when the forms were sent out for keypunching was 1262, or 79.9%. Return rates varied by question, ranging from 70% to 82%. The response rate for each question is shown to the left of the question on Attachment H-6, where responses from the total group are shown. (There were five duplicate questionnaires returned, and six questionnaires were returned with identification numbers removed. These were not included in the analyses.) The survey forms were keypunched at Southwest Educational Development Laboratories, and the data were analyzed on the District's computer, for the total group and separately for elementary and secondary teachers.

Items 25-30 were open-response items with space left for teachers to respond. Only items 29 and 30 are discussed in this appendix (see Figure H-1). Individual forms of the survey might contain both questions, either one, or neither. Responses were hand tallied, and a count was kept of the number of forms returned with these items left blank. The table below shows these frequencies. Almost half of those who returned surveys did not respond to these items.

ITEM	29 (Personnel)	30 (ORE)
$\frac{\#\text{ Returned}}{\#\text{ Sent Out}}$	$\frac{366}{464} = 79\%$	$\frac{319}{404} = 79\%$
$\frac{\#\text{ Blank}}{\#\text{ Returned}}$	$\frac{173}{366} = 47\%$	$\frac{152}{319} = 48\%$
$\frac{\#\text{ Completed}}{\#\text{ Sent Out}}$	$\frac{193}{464} = 42\%$	$\frac{167}{404} = 41\%$

Results

Results on items which were included in the survey to supply data for specific ORE evaluations are included in the final technical reports for those evaluations. Figure H-1 below shows which items are included in reports other than this.

ITEMS	PROJECT	PUBLICATION NOS.
60-63	Drugs Off Campus Program, 1981-82	81.54
34-45	ESEA Title I Migrant 1981-82	81.26
52-57	1981-82 Local/State Bilingual Program	81.44
33	Title VII Bilingual Preschool 1981-82	81.72
10, 19, 21, 23-28, 49-51	ESAA/District Priorities-Systemwide Desegregation	81.73

Figure H-1. ITEMS ON THE TEACHER SURVEY WHICH ARE REPORTED IN OTHER FINAL TECHNICAL REPORTS.

Although some items on this survey were the same as items used in the 1980 and 1981 teacher surveys, a response possibility of "neutral" was added in 1982. Throughout this section, these questions are compared on the basis of "agree" responses versus "disagree" responses, with "neutral" and "don't know" responses shown together in the tables.

Some items which teachers were asked were also included on the 1982 Administrator Survey. Comparisons of these responses can be found in Appendix I of this volume.

Responses of the total teacher group are shown in Attachment H-6, with responses from elementary teachers in Attachment H-7 and from secondary teachers in Attachment H-8.

> Evaluation Question D1-5. Do AISD personnel feel that improvements have been made in the coordination of special education, bilingual education, and "regular" education during 1981-82?

Teachers have been asked for three years whether the designated coordination was adequate. Figure H-2 shows the total group, elementary, and secondary responses for all three years.

2. There is adequate coordination among special education, bilingual education, and "regular" education.

GROUP	YEAR	NO.	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NEUTRAL	DON'T KNOW
	1980	160	2%	28%	29%	9%	-	32%
TOTAL	1981	190	3%	27%	33%	12%	-	25%
	1982	276	5%	25%	24%	14%	20%	13%
	1980	80	0%	39%	27%	11%	-	22%
ELEMENTARY	1981	99	4%	29%	37%	10%	-	19%
	1982	96	7%	33%	25%	9%	15%	10%
	1980	84	4%	16%	30%	6%	-	43%
SECONDARY	1981	91	2%	24%	28%	14%	-	32%
	1982	180	3%	21%	23%	16%	23%	14%

Figure H-2. TEACHER RESPONSES ON INSTRUCTIONAL COORDINATION.

This figure shows more teachers disagreed than agreed that coordination is adequate. The only group for which this was not true was 1982 elementary teachers. A higher proportion of elementary teachers agreed all three years.

Evaluation Question D1-7. Do staff perceive low SES and minority student achievement to be improving as a result of the emphasis in this area?

Teachers were asked for three years whether the District's emphasis on improving the academic achievement of low socioeconomic status and minority students has been effective. The figure below shows responses to this item.

3. The District's emphasis on the improved achievement of low SES and minority students has been effective in increasing the performance level of these students.

GROUP	YEAR	NO.	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NEUTRAL	DON'T KNOW
	1980	160	39%	50%	8%	1%	-	2%
TOTAL	1981	213	2%	27%	20%	3%	-	48%
	1982	260	3%	31%	16%	7%	29%	14%
	1980	80	46%	49%	2%	2%	-	2%
ELEMENTARY	1981	118	2%	32%	14%	1%	-	52%
	1982	95	4%	40%	12%	4%	30%	10%
	1980	84	27%	53%	16%	1%	-	3%
SECONDARY	1981	95	3%	21%	27%	5%	-	43%
	1982	165	4%	26%	18%	9%	28%	16%

Figure H-3. TEACHER RESPONSES ON LOW SES AND MINORITY STUDENT ACHIEVEMENT.

The figure shows large changes from 1980 to 1981, with smaller changes in the opposite direction in 1982.

1. In 1980 most teachers (89%) agreed achievement had improved.
2. In 1981 almost half the teachers responded "don't know," and less than one third agreed with the statement.
3. In 1982 the number of "don't know" plus "neutral" responses dropped slightly, and one third agreed.
4. In all three years more elementary than secondary teachers agreed that the emphasis has been effective.

Retention and Promotion Decision Question D1. Should additional resources or activities related to the retention/promotion policy be considered?

In this first year of a revised retention/promotion policy, elementary teachers were asked three questions which referred to the policy. The figure below shows the responses to all three questions.

QUESTIONS	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NEUTRAL	DON'T KNOW
46. The new Retention/Promotion policy is more helpful to teachers in making retention recommendations than the old policy (N=198).	25%	49%	4%	3%	11%	9%
47. Teachers are adequately prepared to foster learning in students who have been retained in a grade. (N=199).	11%	39%	20%	4%	20%	6%
48. Retention of students with serious achievement deficiencies is beneficial (N=209).	41%	38%	6%	1%	10%	4%

Figure H-4. TEACHER RESPONSES ON RETENTION/PROMOTION QUESTIONS.

About three quarters of the elementary teachers responded that retention of students with serious achievement deficiencies is beneficial and that the new policy is more helpful than the old in making retention decisions, and only 7% disagreed to each item. However, only half the teachers agreed that teachers are prepared to help retained students, and one fourth disagreed.

Eleven questions were included in the survey as part of our longitudinal data base. Some of these may be compared with the same items used in previous years.

Achievement

1. The District's emphasis on basic skills over the past few years has been effective in increasing student performance in the basic skills areas.

GROUP	YEAR	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NEUTRAL	DON'T KNOW
TOTAL	1980	4%	48%	16%	2%	-	30%
	1981	4%	49%	13%	3%	-	32%
	1982	6%	57%	8%	4%	13%	11%
ELEMENTARY	1980	5%	58%	8%	0	-	30%
	1981	3%	66%	4%	1%	-	26%
	1982	9%	60%	4%	3%	17%	7%
SECONDARY	1980	3%	37%	26%	4%	-	31%
	1981	4%	32%	22%	4%	-	37%
	1982	4%	56%	11%	4%	11%	16%

Figure H-5. TEACHER RESPONSES ON BASIC SKILLS ACHIEVEMENT.

The figure above shows more agreement in 1982 that the emphasis on basic skills achievement has improved performance. This is due to an increase in agreement from secondary teachers.

58. The minimum competency requirements in math and reading have improved graduates' performance in these basic skills areas.

YEAR	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NEUTRAL	DON'T KNOW
1980	2%	24%	10%	2%	-	62%
1981	4%	38%	17%	1%	-	40%
1982	3%	36%	10%	4%	16%	31%

Figure H-6. SECONDARY TEACHER RESPONSES ON MINIMUM COMPETENCY.

Responses (Figure H-6) in 1981 and 1982 are very similar, with about twice as much agreement as disagreement (40% to 16%) on minimum competency requirements. There was less agreement (26%) in 1980.

8. The District's emphasis on attendance has helped improve achievement in the basic skills.

GROUP	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NEUTRAL	DON'T KNOW
TOTAL	9%	40%	10%	3%	20%	18%
ELEMENTARY	9%	34%	3%	1%	26%	27%
SECONDARY	8%	44%	14%	4%	16%	13%

Figure H-7. TEACHER RESPONSES ON ATTENDANCE/ACHIEVEMENT.

Figure H-7 shows that about half the teachers responding agree that the emphasis on attendance has improved achievement. There is more agreement from secondary than elementary teachers, and over half the elementary teachers responded "neutral" or "don't know."

Personnel Evaluation

The two questions tabled below were asked in 1980 and 1981 as part of the ORE Evaluation of the AISD Professional Personnel Evaluation System. They were included this year to become part of the District's longitudinal data base.

22. On a scale of 1-5, how would you rate the current Professional Personnel Evaluation System?

GROUP	VERY INADEQUATE (1)	INADEQUATE (2)	ADEQUATE (3)	GENERALLY ADEQUATE (4)	VERY ADEQUATE (5)
1980 TOTAL	7%	21%	35%	34%	2%
1981 TOTAL	5%	17%	50%	24%	4%
1982 TOTAL	4%	19%	52%	22%	3%

6. The Professional Personnel Evaluation System has helped me to improve my professional job performance.

GROUP	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NEUTRAL	DON'T KNOW
1980 TOTAL	1%	46%	23%	7%	-	23%
1981 TOTAL	2%	42%	30%	9%	-	17%
1982 TOTAL	4%	28%	20%	13%	31%	3%

Figure H-8. TEACHER RESPONSES TO PROFESSIONAL PERSONNEL EVALUATION SYSTEM QUESTIONS.

The figure shows that:

1. Over the three-year period the percentage of teachers rating the system adequate or better varied less than seven percentage points.
2. Half the teachers in 1981 and 1982 rated the system "3" or "adequate" on a five-point scale.
3. The percentage of teachers who agreed that the system had helped them improve declined from 47% and 44% in 1980 and 1981 to 32% in 1982. This shift may be due to the addition of the _neutral" response possibility, rather than a real change in opinion.
4. One third of the 1982 teachers disagreed with the statement, and one third were neutral or didn't know.

A new administrator evaluation form was being developed during 1982, with required teacher input in principal evaluation as a part of the system. Teachers may or may not have received formal input forms before they answered this question.

16. I believe there is adequate teacher input into principal evaluation.

GROUP	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NEUTRAL	DON'T KNOW
TOTAL (N=272)	2%	31%	20%	20%	23%	5%
ELEMENTARY (N=91)	1%	28%	23%	23%	21%	4%
SECONDARY (N=181)	2%	33%	18%	18%	24%	6%

Figure H-9. TEACHER RESPONSES ON TEACHER INPUT.

Figure H-9 shows one third of the teachers agreed that teacher input is adequate, about 40% disagreed, and one fourth were neutral or didn't know. Slightly more secondary than elementary teachers (35% to 29%) agreed.

Staff Development

The teachers were also asked about the contribution of staff development activities to improving teacher competence. This question was asked all three years. The results are shown in the figure below.

4. Districtwide staff development activities have contributed to the improvement of teacher competencies.

GROUP	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NEUTRAL	DON'T KNOW
TOTAL 1980	4%	40%	26%	13%	-	17%
TOTAL 1981	4%	40%	29%	15%	-	11%
TOTAL 1982	7%	32%	23%	13%	22%	3%

Figure H-10. TEACHER RESPONSES ON STAFF DEVELOPMENT

This figure shows both the agree and disagree responses were within an eight percentage point range for the three years the question was asked. This year there were fewer "don't know" responses with the addition of the "neutral" response.

Job Satisfaction

7. All things considered, I am satisfied with my job situation.

GROUP	YEAR	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NEUTRAL	DON'T KNOW
TOTAL	1980	39%	50%	8%	1%	-	2%
	1981	29%	50%	12%	4%	-	5%
	1982	31%	45%	11%	5%	7%	0
ELEMENTARY	1980	46%	49%	2%	2%	-	2%
	1981	30%	49%	11%	5%	-	5%
	1982	35%	34%	12%	8%	12%	0
SECONDARY	1980	27%	53%	16%	1%	-	3%
	1981	28%	52%	13%	3%	-	4%
	1982	29%	51%	11%	4%	4%	1%

Figure H-11. TEACHER RESPONSES ON JOB SATISFACTION.

Figure H-11 gives teacher responses on an item on job satisfaction. The figure shows that:

1. Elementary teachers agreed more often than secondary in 1980, and less often in 1982, with 20% dissatisfied in 1982 compared to 4% in 1980.
2. Total group percentage of agreement declined from 1980 to 1981, but stayed virtually the same in 1982.

An additional item was added in 1982 in reference to job satisfaction. The responses are tabled below.

31. If you had to choose right now what you wanted to do next year, which option listed below would you choose? Assume all are available with no change in salary.

OPTION	TOTAL (N=275)	ELEMENTARY (N=108)	SECONDARY (N=167)
Stay in this school, this assignment	57%	62%	53%
Stay in this school, different teaching assign.	9%	4%	12%
Transfer to another AISD school (teaching)	4%	6%	3%
Move to AISD campus admin. job	3%	3%	4%
Move to AISD central admin. job	4%	4%	5%
Work in support role	2%	5%	1%
Teach in another district	2%	1%	2%
Move to another district (administrator)	-	-	1%
Teach in a private school	2%	1%	2%
Take a year off from teaching	7%	9%	6%
Get a job outside of teaching	9%	6%	11%

Figure H-12. TEACHER RESPONSES ON JOB SATISFACTION.

The figure shows that 25% of the teachers would choose to get out of teaching and 9% would choose a job outside of education. Elementary teachers were more positive about staying in the same position though in item 7 preceding, fewer elementary teachers than secondary agreed that they were satisfied in their jobs.

Item 32 asked whether for teachers who would choose to change positions, desegregation was a factor. Of the 112 teachers who selected options other than staying in the same school and same assignment, 85% responded that desegregation was no factor. Eight percent said desegregation was a large factor, and another 8% said it was a slight factor.

Drug Education

All teachers were asked one question about drug education, in addition to the four specific questions on the Drugs Off Campus Program, which were asked only of teachers at Crockett and Martin.

15. Students are receiving adequate drug education.

GROUP	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NEUTRAL	DON'T KNOW
TOTAL (N=265)	2%	14%	25%	13%	15%	30%
ELEMENTARY (N=93)	1%	8%	20%	5%	22%	44%
SECONDARY (N=172)	3%	18%	27%	17%	12%	23%

Figure H-13. TEACHER RESPONSES ON DRUG EDUCATION.

Figure H-13 shows that:

1. Almost half the total group responded with "neutral" or "don't know."
2. In both groups over twice as many teachers disagreed as agreed that drug education is adequate.
3. More secondary teachers disagreed and fewer didn't know, than elementary teachers.

Semester System

During the second year of the quarter system and revised curriculum (1976-77), teachers were surveyed and asked for an overall rating of the quarter system as compared to the semester system. After five years under the quarter system, 1981-82 was the second year of the legislated return to semesters. The two questions tabled below show much more marked opinions this year, with the semester system clearly the favorite.

	IMPROVEMENT	NOTICE LITTLE REAL CHANGE	NOT AS GOOD	UNDECIDED
1978 The quarter system is an improvement (N=674 high school teachers)	33%	18%	35%	14%
1982 The semester system is an improvement (N=270 secondary teachers)	69%	13%	9%	8%

Figure H-14. TEACHER RESPONSES ON THE SEMESTER SYSTEM.

Service Questions

Three sets of questions were included in this survey as a service to offices outside ORE, and one set was included to attempt to gauge ORE services to the District. Responses on these items were also reported directly to those offices concerned.

The Messenger: The Messenger is a periodic publication of the Superintendent's office which goes to all District personnel and to individuals and groups in the community.

ITEM	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NEUTRAL	DON'T KNOW
11. Messenger is effective in communicating AISD activities to District employees and the community.	7%	49%	6%	4%	29%	5%
12. The Messenger should be continued.	16%	36%	8%	6%	29%	5%
13. Information submitted for publication in the Messenger is given appropriate consideration.	6%	37%	8%	4%	39%	6%
14. The Messenger's article formats are appealing.	2%	14%	25%	13%	15%	32%

Figure H-15. TEACHER RESPONSES ON FOUR MESSENGER ITEMS.

This figure shows that:

1. Over half the teachers agree the Messenger is effective and should be continued, although one third were neutral or did not know.
2. Less than half (43%) agree that appropriate consideration is given to material submitted for publication, and an equal number (39%) is neutral.
3. One third of the teachers don't know whether the Messenger's formats are appealing, and over one third (38%) think they are not.
4. Only 16% agree the formats are appealing.

Forming the Future: The Forming the Future project is designed to inform and mobilize District and community resources to improve the schools. There were two questions included in the survey about the project. Responses to these items are tabled below.

17. I know enough about the Forming the Future Project.

GROUP	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NEUTRAL	DON'T KNOW
TOTAL (N=261)	5%	23%	21%	15%	19%	17%
ELEMENTARY (N=109)	5%	28%	22%	10%	20%	15%
SECONDARY (N=152)	5%	19%	20%	19%	18%	18%
18. The Forming the Future Project is a good way to inform the public about District goals, needs, and achievement.						
TOTAL (N=277)	16%	40%	4%	1%	24%	16%
ELEMENTARY (N=104)	23%	38%	4%	0	23%	12%
SECONDARY (N=173)	12%	41%	4%	1%	24%	18%

Figure H-16. TEACHER RESPONSES ON FORMING THE FUTURE.

Figure H-16 shows that:

1. Only one fourth of the teachers agreed that they knew enough about Forming the Future.
2. Over one third disagreed with the statement, and another 17% didn't know if they knew enough, which makes over half who probably don't know enough.
3. Secondary teachers seem to be less informed than elementary.
4. Over half the teachers agreed that Forming the Future is a good way to inform the public, and one fourth were neutral.
5. Secondary teachers agreed less than elementary, and more didn't know.

The Office of Staff Personnel: Two questions were included which referred to the Office of Staff Personnel and its services to the District.

9. The Office of Staff Personnel is effective in carrying out its assigned duties.

GROUP	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NEUTRAL	DON'T KNOW
TOTAL (N=264)	4%	30%	9%	4%	31%	22%
ELEMENTARY (N=98)	4%	31%	6%	3%	34%	22%
SECONDARY (N=166)	5%	30%	10%	4%	30%	21%

Figure H-17. TEACHER RESPONSES ON THE OFFICE OF STAFF PERSONNEL.

This figure shows that although one third of the teachers agreed that the Office of Staff Personnel is effective, almost as many were neutral (31%) and over one fifth (22%) said they didn't know.

The second question on the Office of Staff Personnel was an open response item, "The most important thing that the Office of Staff Personnel could do to improve its services to the District would be to:___." As was shown in the Procedures Section, almost half (47%) of the forms returned with this question left it blank. This gives a total response rate of 42%. The figure below shows a summary of the responses. There are no areas where there seems to be consensus among the responses.

29. The most important thing that the Office of Staff Personnel could do to improve its services to the District would be to:

RESPONSES	ELEMENTARY (N=179)	SECONDARY (N=180)	TOTAL (N=359)	
			Number	%
BLANK	94	79	173	48%
CONTINUE AS NOW/DON'T KNOW/NOTHING	10	10	20	6%
DON'T KNOW ROLE/TELL PEOPLE ROLE	7	13	20	6%
PERSONNEL RELATED (Total)	25	32	57	16%
FIRE: excess administrators, incompetent teachers, personnel staff, ORE	5	6	11	
HIRE: competent teachers, aides, counselors, LEP teachers, competent principals, special education teachers, no coaches	14	17	31	
IGNORE ETHNIC QUOTAS	1	2	3	
REORGANIZE ADMINISTRATION/REWRITE JOB DESCRIPTIONS	-	2	2	
HELP WITH TRANSFERS/JOB CHANGES	4	4	8	
IMPROVE EVALUATION SYSTEM	1	1	2	
INSTRUCTION (Total)	27	24	51	14%
WORKSHOPS: give better, work to improve teachers, give relevant, train people	13	11	24	
PROVIDE INSTRUCTIONAL LEADERSHIP	6	7	13	
USE TEACHER INPUT	3	3	6	
GET INTO THE CLASSROOMS	2	3	5	
PROVIDE INSTRUCTIONAL MATERIALS	3	-	3	
TEACHING CONDITIONS (Total)	15	12	27	8%
TREAT TEACHERS BETTER	3	6	9	
INCREASE BENEFITS	4	3	7	
CUT PAPERWORK	3	2	5	
PAY BETTER	3	-	3	
ASSIGN NEAR HOME	1	-	1	
GIVE PERSONAL COUNSELING	1	-	1	
END BUSSING	-	1	1	
OTHER (Total)	1	10	11	3%
COMMUNICATE: with teachers & community	1	8	9	
LEAVE PEOPLE ALONE	-	2	2	

Figure H-18. TEACHER RESPONSES ON THE OFFICE OF STAFF PERSONNEL.

Office of Research and Evaluation: Teachers were asked three questions about information and services provided the District.

1980 and 1981 Item: The results of the Districtwide achievement tests (the ITBS or STEP) will be helpful to me in making instructional plans for students.

GROUP	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NEUTRAL	DON'T KNOW
TOTAL 1980	10%	57%	19%	5%	-	9%
1981	9%	50%	21%	7%	-	13%
ELEMENTARY 1980	10%	58%	14%	7%	-	11%
1981	10%	56%	16%	5%	-	13%
SECONDARY 1980	12%	55%	26%	-	-	6%
1981	8%	43%	27%	8%	-	13%

5. The reports which teachers receive on the results of the Districtwide achievement test (the ITBS or STEP) are helpful to me in planning instruction for students.

GROUP	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NEUTRAL	DON'T KNOW
1982 TOTAL	6%	44%	12%	5%	28%	4%
1982 ELEMENTARY	8%	49%	11%	2%	21%	7%
1982 SECONDARY	5%	42%	12%	7%	31%	3%

Figure H-19. TEACHER RESPONSES ON ACHIEVEMENT RESULTS.

Figure H-19 shows that the wording of the item was changed slightly in 1982, with the addition of the "neutral" option. All three years, however, more elementary than secondary teachers agreed that achievement test results were useful to them in planning instruction.

20. Compared with previous years, the information provided me by the Office of Research and Evaluation has been:

	MUCH LESS HELPFUL	LESS HELPFUL	ABOUT EQUALLY HELPFUL	MORE HELPFUL	MUCH MORE HELPFUL
TOTAL	7%	6%	72%	15%	-
ELEMENTARY	5%	6%	65%	24%	-
SECONDARY	7%	6%	75%	11%	-

Figure H-20. TEACHER RESPONSES ON INFORMATION HELPFULNESS.

The figure above shows that three fourths of the teachers surveyed believe that information provided by ORE this year has been about equally as helpful as previous years. Elementary teachers are more positive than secondary, with one fourth reporting the information has been more helpful.

The third item on ORE services was an open response item, "The most important thing that the Office of Research and Evaluation could do to improve its services to the District would be to:___." As was shown in the Procedure Section, almost half (48%) of the forms returned with this question did not answer it. This gives a total response rate of only 41%. There was also no area where there seemed to be consensus among the responses that were turned in. Figure H-21 shows a summary of the responses.

30. The most important thing the Office of Research and Evaluation could do to improve its services to the District would be to:

RESPONSES	ELEMENTARY (N=137)	SECONDARY (N=180)	TOTAL (N=317)	
			Number	%
BLANK	76	76	152	48%
DON'T KNOW/CONTINUE/NOTHING	13	13	26	8%
DON'T KNOW ROLE	4	8	12	4%
TESTING	8	12	20	6%
Help with testing/give tests	3	2	5	
Improve schedules/materials (braille, practice tests, skill list to teach)	4	8	12	
Do nothing else	1	-	1	
Stop testing	-	2	2	
INSERVICE	11	25	36	11%
Explain test results/procedures	1	11	12	
Individual student information to teachers	5	1	6	
Teacher training	3	9	12	
Fewer workshops	1	-	1	
Evaluate inservice	1	-	1	
Let teachers develop workshops	-	1	1	
Improve evaluation	-	3	3	
INSTRUCTION (Total)	7	16	23	7%
Get teacher input	2	4	6	
Write/choose materials	1	1	2	
Evaluate programs	2	10	12	
Observe in classrooms	2	-	2	
Report grade distribution in courses	-	1	1	
PROCEDURES (Total)	12	10	22	7%
Cut paperwork	9	9	18	
Report more	2	-	2	
Add parent involvement	1	1	2	
PERSONNEL (Total)	3	15	18	6%
Get more knowledgeable staff	1	1	2	
Be positive	2	1	3	
Cut ORE Staff/self destruct	-	13	13	
SPECIFIC OTHER (Total)	3	5	8	2%
Improve discipline	1	-	1	
Recommend lower PTR	1	-	1	
Compare AISD benefits to other states	1	-	1	
Raise teacher pay	-	2	2	
Tell how to hire good teachers	-	1	1	
Reward good STEP scores	-	1	1	
Cut educational jargon	-	1	1	

Figure H-21. TEACHER RESPONSES ON ORE.

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

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QUESTIONS FOR TEACHERS

FOR THE LAST FEW YEARS THE OFFICE OF RESEARCH AND EVALUATION HAS SURVEYED TEACHERS TO COLLECT INFORMATION ON THEIR ATTITUDES AND OPINIONS ON DISTRICT ISSUES. THESE ARE CONSIDERED ALONG WITH ACHIEVEMENT DATA AND OTHER INFORMATION IN DISTRICT DECISION MAKING.

THIS YEAR WE ARE USING A NEW PROCEDURE SO WE CAN INCLUDE MORE QUESTIONS (63) AND ASSIGN SPECIFIC QUESTIONS TO TEACHERS IN CERTAIN SCHOOLS OR PROGRAMS. WE ARE COMPUTER GENERATING AN UNIQUE SURVEY FORM FOR EACH TEACHER IN THE RANDOM SAMPLE. EACH FORM WILL CONTAIN LESS THAN 15 QUESTIONS. YOUR ITEM NUMBERS WILL NOT BE SEQUENTIAL - THEY REPRESENT THE TOTAL ITEM POOL OF 63 ITEMS, AND ALLOW US TO KEYPUNCH THE RESPONSES CORRECTLY. THE NUMBER AT THE TOP OF EACH FORM ALLOWS US TO SEND YOU THE RIGHT FORM, MONITOR THE RETURN RATE, AND CODE DESCRIPTIVE DATA. ALL RESPONSES WILL BE CONFIDENTIAL.

PLEASE COMPLETE THE SURVEY AS SOON AS POSSIBLE AND RETURN THROUGH CAMPUS MAIL
TO: OFFICE OF RESEARCH AND EVALUATION
ADMINISTRATION BLDG, BOX 79
ELAINE JACKSON

FOR EACH OF THE FOLLOWING ITEMS PLEASE RATE YOUR LEVEL OF AGREEMENT WITH THE STATEMENT USING THE SCALE BELOW:

5 = STRONGLY AGREE
4 = AGREE
3 = NEUTRAL
2 = DISAGREE
1 = STRONGLY DISAGREE
0 = DON'T KNOW

1.	THE DISTRICT'S EMPHASIS ON BASIC SKILLS OVER THE PAST FEW YEARS HAS BEEN EFFECTIVE IN INCREASING STUDENT PERFORMANCE IN THE BASIC SKILLS AREAS.	5	4	3	2	1	0
2.	THERE IS ADEQUATE COORDINATION AMONG SPECIAL EDUCATION, BILINGUAL EDUCATION, AND "REGULAR" EDUCATION.	5	4	3	2	1	0
3.	THE DISTRICT'S EMPHASIS ON THE IMPROVED ACADEMIC PERFORMANCE OF LOW SOCIO-ECONOMIC STATUS AND MINORITY STUDENTS HAS BEEN EFFECTIVE IN INCREASING THE PERFORMANCE LEVEL OF THESE STUDENTS.	5	4	3	2	1	0
4.	DISTRICTWIDE STAFF DEVELOPMENT ACTIVITIES HAVE CONTRIBUTED TO THE IMPROVEMENT OF TEACHER COMPETENCIES.	5	4	3	2	1	0
5.	THE REPORTS WHICH TEACHERS RECEIVE ON THE RESULTS OF THE DISTRICTWIDE ACHIEVEMENT TEST (THE ITBS OR STEP) ARE HELPFUL TO ME IN PLANNING INSTRUCTION FOR STUDENTS.	5	4	3	2	1	0
6.	THE PROFESSIONAL PERSONNEL EVALUATION SYSTEM HAS HELPED ME IMPROVE MY PROFESSIONAL JOB PERFORMANCE.	5	4	3	2	1	0
7.	ALL THINGS CONSIDERED, I AM SATISFIED WITH MY 1981-82 JOB SITUATION.	5	4	3	2	1	0
8.	THE DISTRICT'S EMPHASIS ON ATTENDANCE HAS HELPED IMPROVE ACHIEVEMENT IN THE BASIC SKILLS.	5	4	3	2	1	0

___0

9.	THE OFFICE OF STAFF PERSONNEL IS EFFECTIVE IN CARRYING OUT ITS ASSIGNED DUTIES.	5	4	3	2	1	0
10.	STUDENTS ARE AS WELL OR BETTER ADJUSTED TO DESEGREGATION THIS YEAR THAN THEY WERE LAST YEAR.	5	4	3	2	1	0
11.	THE MESSENGER IS EFFECTIVE IN COMMUNICATING AISD ACTIVITIES TO DISTRICT EMPLOYEES AND THE COMMUNITY.	5	4	3	2	1	0
12.	THE MESSENGER SHOULD BE CONTINUED.	5	4	3	2	1	0
13.	INFORMATION SUBMITTED FOR PUBLICATION IN THE MESSENGER IS GIVEN APPROPRIATE CONSIDERATION.	5	4	3	2	1	0
14.	THE MESSENGER'S ARTICLE FORMATS ARE APPEALING.	5	4	3	2	1	0
15.	STUDENTS ARE RECEIVING ADEQUATE DRUG EDUCATION.	5	4	3	2	1	0
16.	I BELIEVE THERE IS ADEQUATE TEACHER INPUT TO PRINCIPAL EVALUATION.	5	4	3	2	1	0
17.	I KNOW ENOUGH ABOUT THE FORMING THE FUTURE PROJECT.	5	4	3	2	1	0
18.	THE FORMING THE FUTURE PROJECT IS A GOOD WAY TO INFORM THE PUBLIC ABOUT DISTRICT GOALS, NEEDS, AND ACHIEVEMENTS.	5	4	3	2	1	0
19.	DESEGREGATION PROBLEMS AT MY SCHOOL ARE BEING HANDLED AS WELL OR BETTER THIS YEAR THAN LAST YEAR (THE FIRST YEAR OF DESEGREGATION.)	5	4	3	2	1	0
44.	A) THE MATH RAINBOW KIT ACTIVITIES HAVE BEEN EASY TO DISTRIBUTE.	5	4	3	2	1	0
	B) THE MATCH BETWEEN THE MATH RAINBOW KIT ACTIVITIES AND CLASSROOM INSTRUCTIONAL ACTIVITIES HAS BEEN GOOD.	5	4	3	2	1	0
	C) THE RESPONSE OF PARENTS TO THE MATH RAINBOW KIT HAS BEEN GOOD.	5	4	3	2	1	0
	D) THE RESPONSE OF STUDENTS TO THE MATH RAINBOW KIT HAS BEEN GOOD.	5	4	3	2	1	0
46.	THE NEW RETENTION/PROMOTION POLICY IS MORE HELPFUL TO TEACHERS IN MAKING RETENTION RECOMMENDATIONS THAN THE OLD POLICY.	5	4	3	2	1	0
47.	TEACHERS ARE ADEQUATELY PREPARED TO FOSTER LEARNING IN STUDENTS WHO HAVE BEEN RETAINED IN A GRADE.	5	4	3	2	1	0
48.	RETENTION OF STUDENTS WITH SERIOUS ACHIEVEMENT DEFICIENCIES IS BENEFICIAL.	5	4	3	2	1	0

58. THE MINIMUM COMPETENCY REQUIREMENTS IN MATH AND READING HAVE IMPROVED GRADUATES' PERFORMANCE IN THESE BASIC SKILLS AREAS.	5	4	3	2	1	0
60. THE ACTIVITIES OF THE DRUGS OFF CAMPUS (DOC) PROGRAM HINDERED IMPORTANT ONGOING EDUCATIONAL ACTIVITIES.	5	4	3	2	1	0
61. I HAVE RECEIVED ADEQUATE INFORMATION ABOUT THE DOC PROGRAM.	5	4	3	2	1	0
62. MY STUDENTS HAVE REACTED WELL TO THE DOC PROGRAM.	5	4	3	2	1	0
63. THE RIGHTS AND FEELINGS OF STUDENTS ARE BEING GIVEN ADEQUATE CONSIDERATION BY THOSE INVOLVED IN THE DOC PROGRAM.	5	4	3	2	1	0

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20. COMPARED WITH PREVIOUS YEARS, THE INFORMATION PROVIDED ME BY THE OFFICE OF RESEARCH AND EVALUATION THIS YEAR HAS BEEN:

MUCH LESS HELPFUL	LESS HELPFUL	ABOUT EQUALLY HELPFUL	MORE HELPFUL	MUCH MORE HELPFUL
1	2	3	4	5

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21. HOW MUCH TIME AND ENERGY DO CONDITIONS IN YOUR SCHOOL ALLOW YOU TO DEVOTE TO TEACHING THIS YEAR, COMPARED TO LAST YEAR?

MUCH LESS	LESS	SAME	MORE	MUCH MORE
1	2	3	4	5

---

22. ON A SCALE OF 1 - 5, HOW WOULD YOU RATE THE CURRENT PROFESSIONAL PERSONNEL EVALUATION SYSTEM?

VERY INADEQUATE	INADEQUATE	ADEQUATE	GENERALLY ADEQUATE	VERY ADEQUATE
1	2	3	4	5

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23. HAS THE ESAA STAFF SUPPORT TEAM PROVIDED SERVICES IN THE AREA OF STRESS MANAGEMENT AND HUMAN RELATIONS TRAINING TO YOUR SHCOOL?

YES NO

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24. HAS THE ESAA STAFF SUPPORT TEAM PROVIDED SERVICES IN THE AREA OF STRESS MANAGEMENT AND HUMAN RELATIONS TRAINING TO YOU AS AN INDIVIDUAL?

YES NO

---

25. IF YOU HAVE PARTICIPATED IN DESEGREGATION-RELATED INSERVICE PROGRAMS, PLEASE LIST ANY GOOD FEATURES YOU THINK ARE WORTH PRESENTING FOR OTHER TEACHERS:

---

26. ARE YOU NOW DOING DIFFERENT THINGS IN INSTRUCTION THAN YOU DID LAST YEAR (THE FIRST YEAR OF DESEGREGATION)?

YES,VERY MANY YES,SOME YES,VERY FEW NO EXAMPLES:

___2

27. ARE YOU NOW DOING DIFFERENT THINGS TO IMPROVE INTERETHNIC RELATIONS THAN YOU DID LAST YEAR (THE FIRST YEAR OF DESEGREGATION)?

YES,VERY MANY   YES,SOME   YES,VERY FEW   NO   EXAMPLES:

---

28. WHAT IS YOUR LARGEST REMAINING PROBLEM RELATED TO DESEGREGATION?

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29. THE MOST IMPORTANT THING THAT THE OFFICE OF STAFF PERSONNEL COULD DO TO IMPROVE ITS SERVICES TO THE DISTRICT WOULD BE TO:

---

30. THE MOST IMPORTANT THING THAT THE OFFICE OF RESEARCH AND EVALUATION COULD DO TO IMPROVE ITS SERVICES TO THE DISTRICT WOULD BE TO:

---

31. IF YOU HAD TO CHOOSE RIGHT NOW WHAT YOU WANTED TO DO NEXT YEAR, WHICH OPTION LISTED BELOW WOULD YOU CHOOSE? ASSUME ALL ARE AVAILABLE WITH NO CHANGE IN SALARY.

1. _____ STAY IN THIS SCHOOL AND THIS ASSIGNMENT
2. _____ STAY IN THIS SCHOOL WITH A DIFFERENT TEACHING ASSIGNMENT
3. _____ TRANSFER TO ANOTHER SCHOOL IN AISD (TEACHING)
4. _____ MOVE INTO AN AISD CAMPUS ADMINISTRATION JOB
5. _____ MOVE INTO AN AISD CENTRAL ADMINISTRATION JOB
6. _____ WORK IN A SUPPORT ROLE (E.G., VISITING TEACHER)
7. _____ TEACH IN ANOTHER DISTRICT
8. _____ MOVE TO ANOTHER DISTRICT AS AN ADMINISTRATOR
9. _____ TEACH IN A PRIVATE SCHOOL
10. _____ TAKE A YEAR OFF FROM TEACHING
11. _____ GET A JOB OUTSIDE OF EDUCATION

---

32. IF YOU WOULD NOT CHOOSE TO STAY IN THIS SCHOOL AND THIS ASSIGNMENT NEXT YEAR, WOULD DESEGREGATION BE A FACTOR IN YOUR DECISION?

1. _____ A LARGE FACTOR
2. _____ A SLIGHT FACTOR
3. _____ NO FACTOR

---

31. IF YOU HAD TO CHOOSE RIGHT NOW WHAT YOU WANTED TO DO NEXT YEAR, WHICH OPTION LISTED BELOW WOULD YOU CHOOSE? ASSUME ALL ARE AVAILABLE WITH NO CHANGE IN SALARY.

1. _____ STAY IN THIS SCHOOL AND THIS ASSIGNMENT
2. _____ STAY IN THIS SCHOOL WITH A DIFFERENT TEACHING ASSIGNMENT
3. _____ TRANSFER TO ANOTHER SCHOOL IN AISD (TEACHING)
4. _____ MOVE INTO AN AISD CAMPUS ADMINISTRATION JOB
5. _____ MOVE INTO AN AISD CENTRAL ADMINISTRATION JOB
6. _____ WORK IN A SUPPORT ROLE (E.G., VISITING TEACHER)
7. _____ TEACH IN ANOTHER DISTRICT
8. _____ MOVE TO ANOTHER DISTRICT AS AN ADMINISTRATOR
9. _____ TEACH IN A PRIVATE SCHOOL
10. _____ TAKE A YEAR OFF FROM TEACHING
11. _____ GET A JOB OUTSIDE OF EDUCATION

___2 .

32. IF YOU WOULD NOT CHOOSE TO STAY IN THIS SCHOOL AND THIS ASSIGNMENT NEXT YEAR, WOULD DESEGREGATION BE A FACTOR IN YOUR DECISION?

1. ______ A LARGE FACTOR
2. ______ A SLIGHT FACTOR
3. ______ NO FACTOR

33. A. ARE YOU SPANISH-ENGLISH BILINGUAL? YES NO

B. IN WHAT FORMAT DO YOU PREFER INSERVICE TRAINING?

LECTURES	SMALL GROUP DISCUSSIONS	WORKSHOPS	"HANDS ON" SIMULATION	OTHER
				______________

C. AT THE LEFT OF THE LIST BELOW, RANK THE IMPORTANCE (1= MOST IMPORTANT, 2= NEXT MOST IMPORTANT, ETC.) TO YOU OF EACH TRAINING AREA. THEN, TO THE RIGHT OF THE LIST, CIRCLE THE NUMBER THAT REFLECTS THE LEVEL OF YOUR INTEREST IN RECEIVING TRAINING.

RANK		GREAT INTEREST	SOME INTEREST	LITTLE INTEREST	NO INTEREST
____	1. CLASSROOM MANAGEMENT WITH HETEROGENEOUS GROUPS.	4	3	2	1
____	2. FEDERAL, STATE, AND LOCAL RULES AND REGULATIONS ON BILINGUAL EDUCATION	4	3	2	1
____	3. TEACHING ETHNIC AWARENESS	4	3	2	1
____	4. PARENT INVOLVEMENT	4	3	2	1
____	5. LANGUAGE OF INSTRUCTION FOR VARIOUS PROFICIENCY LEVELS	4	3	2	1
____	6. DESIGN OF "AT-HOME" INSTRUCTIONAL ACTIVITIES FOR PARENTS	4	3	2	1
____	7. ENGLISH-AS-A-SECOND-LANGUAGE TEACHING TECHNIQUES	4	3	2	1
____	8. PROCEDURES FOR LEP IDENTIFICATION AND EXIT	4	3	2	1
____	9. TEACHING TECHNIQUES TO USE WITH RETAINEES	4	3	2	1
____	10. TEACHING TECHNIQUES TO USE WITH LOW ACHIEVERS	4	3	2	1

PLEASE USE THE SCALE BELOW TO RATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS:

5 = STRONGLY AGREE
4 = AGREE
3 = NEUTRAL
2 = DISAGREE
1 = STRONGLY DISAGREE
0 = NOT APPLICABLE

COMMENTS:

34. THE LENGTH OF INSTRUCTIONAL TIME PROVIDED TO THE MIGRANT PROGRAM STUDENTS THIS SCHOOL YEAR HAS BEEN AS MUCH AS WAS NEEDED. 5 4 3 2 1 0

564

2

35.	THE PROCESS USED FOR SCHEDULING MIGRANT PROGRAM STUDENTS THIS SCHOOL YEAR HAS WORKED WELL.	5	4	3	2	1	0
36.	THE COORDINATION THAT I HAVE HAD WITH THE REGULAR CLASSROOM TEACHERS THIS SCHOOL YEAR HAS BEEN WHAT WAS NEEDED.	5	4	3	2	1	0
37.	THE INSTRUCTIONAL SUPERVISION THAT I RECEIVED THIS SCHOOL YEAR HAS BEEN WHAT WAS NEEDED.	5	4	3	2	1	0
38.	THE HEALTH CARE SERVICES PROVIDED BY THE MIGRANT PROGRAM NURSE THIS SCHOOL YEAR HAVE MET THE NEEDS OF STUDENTS.	5	4	3	2	1	0
39.	THE OPERATION OF MY SCHOOL'S PARENT ADVISORY COUNCIL THIS SCHOOL YEAR HAS BEEN EFFECTIVE.	5	4	3	2	1	0
40.	THE SERVICES PROVIDED BY THE COMMUNITY REPRESENTATIVE(S) THIS SCHOOL YEAR HAVE BEEN WHAT WAS NEEDED.	5	4	3	2	1	0
41.	THE BENEFITS I HAVE RECEIVED FROM THE MSRTS (INCLUDING SIS) THIS SCHOOL YEAR WERE WORTH THE EFFORTS I PUT INTO IT.	5	4	3	2	1	0

42. FOR EACH GRADE TO WHICH YOU GAVE THE MATH RAINBOW KIT ACTIVITIES, PLEASE INDICATE THE DIFFICULTY LEVEL OF THE ACTIVITIES FOR THE AVERAGE TITLE I/MIGRANT STUDENT. USE THE SCALE BELOW FOR YOUR RATINGS.

5 = TOO HARD   4 = HARD   3 = JUST RIGHT   2 = EASY   1 = TOO EASY

GRADE	DIFFICULTY LEVEL	COMMENTS:
K	______	
1	______	
2	______	
3	______	
4	______	
5	______	
6	______	

43. AT WHAT RATE DID YOU GIVE OUT THE MATH RAINBOW KIT ACTIVITIES? PLEASE CIRCLE THE RESPONSE MOST REPRESENTATIVE OF YOUR FREQUENCY OF USE. IF YOU GAVE OUT RAINBOW KIT ACTIVITIES AT MORE THAN ONE GRADE LEVEL, PLEASE INDICATE SEPARATELY THE FREQUENCY FOR EACH GRADE, AND WRITE THE GRADE(S) BELOW THE FREQUENCY.

MORE THAN TWO ACTIVITIES PER WEEK	TWO ACTIVITIES PER WEEK	ONE ACTIVITY PER WEEK	ONE ACTIVITY EVERY TWO WEEKS	OTHER(PLEASE SPECIFY)____
______	______	______	______	______ ______

45. PLEASE USE THE SPACE BELOW TO MAKE ANY ADDITIONAL COMMENTS YOU HAVE ABOUT THE MATH RAINBOW KIT, ITS USEFULNESS, SUGGESTIONS FOR CHANGES/IMPROVEMENTS, ETC.

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49. HOW VALUABLE HAS YOUR STUDENTS' PARTICIPATION IN THE ESAA OUTDOOR LEARNING ACTIVITIES BEEN THIS YEAR?

VERY VALUABLE	VALUABLE	NOT VERY VALUABLE	WASTE OF TIME	HAVE NOT PARTICIPATED
4	3	2	1	0

50. THE LEARNING RESOURCES CENTER PROVIDES TRAINING FOR TEACHERS DURING THE REGULAR SCHOOL DAY WHILE SUBSTITUTES TAKE THEIR CLASSES. HOW HELPFUL WAS THE TRAINING YOU RECEIVED UNDER THIS RELEASE-TIME ARRANGEMENT?

VERY VALUABLE	VALUABLE	NOT VERY VALUABLE	WASTE OF TIME	HAVE NOT PARTICIPATED
4	3	2	1	0

51. THE LEARNING RESOURCES CENTER PROVIDES TRAINING FOR FACULTIES OF SCHOOLS MOST AFFECTED BY DESEGREGATION. HOW HELPFUL WAS THE TRAINING YOU RECEIVED FROM THE RESOURCE CENTER?

VERY VALUABLE	VALUABLE	NOT VERY VALUABLE	WASTE OF TIME	HAVE NOT PARTICIPATED
4	3	2	1	0

52. A. ARE YOU SPANISH-ENGLISH BILINGUAL? YES NO

B. DO YOU TEACH LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS IN YOUR CLASSES? YES NO

C. HOW MANY LEP STUDENTS DO YOU TEACH IN YOUR CLASSES? ______

53. IF YOU TEACH LEP STUDENTS, HOW DIFFICULT IS IT TO MEET THEIR SPECIAL LANGUAGE NEEDS?

EASY	SOMEWHAT DIFFICULT	DIFFICULT	IMPOSSIBLE

54. IF MEETING THE NEEDS OF LEP STUDENTS IN YOUR CLASSES IS DIFFICULT OR IMPOSSIBLE, HOW COULD THIS SITUATION BE IMPROVED?________________________
____
____

55. ARE THERE ANY AREAS IN WHICH YOU COULD HELP OTHER TEACHERS IMPROVE INSTRUCTION OF LEP STUDENTS?

YES NO

56. IN WHICH AREAS COULD YOU HELP OTHER TEACHERS IMPROVE INSTRUCTION OF LEP STUDENTS?________________________________
____

57. IF YOU TEACH ANY LEP STUDENTS, TO WHAT EXTENT IS THERE NEED FOR IDENTIFICATION/DEMONSTRATION OF "EXEMPLARY" MATERIALS IN THE FOLLOWING AREAS:

	GREAT NEED	MODERATE NEED	LITTLE NEED	NO NEED
A. DIAGNOSTIC/PRESCRIPTIVE TESTS FOR PLACEMENT IN ENGLISH INSTRUCTION	____	____	____	____

566

__2 B.	DIAGNOSTIC/PRESCRIPTIVE TESTS FOR PLACEMENT IN SPANISH INSTRUCTION	___	___	___	___
C.	SPANISH LANGUAGE MATH INSTRUCTION	___	___	___	___
D.	SPANISH LANGUAGE SCIENCE INSTRUCTION	___	___	___	___
E.	SPANISH LANGUAGE SOCIAL STUDIES INSTRUCTION	___	___	___	___
F.	INSTRUCTION IN SPANISH LANGUAGE	___	___	___	___
G.	INSTRUCTION IN SPANISH READING	___	___	___	___
H.	OTHER SPANISH LANGUAGE INSTRUCTION (SPECIFY):______________________	___	___	___	___
I.	ENGLISH LANGUAGE MATH INSTRUCTION (LOW VOCABULARY/HIGH INTEREST)	___	___	___	___
J.	ENGLISH LANGUAGE SCIENCE INSTRUCTION (LOW VOCABULARY/HIGH INTEREST)	___	___	___	___
K.	ENGLISH LANGUAGE SOCIAL STUDIES INSTRUCTION (LOW VOCABULARY/HIGH INTEREST)	___	___	___	___
L.	OTHER ENGLISH LANGUAGE INSTRUCTION (SPECIFY):______________________	___	___	___	___
M.	ENGLISH AS A SECOND LANGUAGE (ESL) INSTRUCTION	___	___	___	___
N.	SPANISH AS A SECOND LANGUAGE (SSL) INSTRUCTION	___	___	___	___

59. IN GENERAL, DO YOU BELIEVE THAT THE SEMESTER SYSTEM IS AN IMPROVEMENT OVER THE QUARTER SYSTEM?

YES, AN IMPROVEMENT	NOTICE LITTLE REAL CHANGE	NO, NOT AS GOOD	UNDECIDED

TEACHER SURVEY: QUESTIONS ASSIGNED

Secondary Teachers:

Teachers at Crockett & Martin (Drugs Off Campus) 100% :	each assigned: 5 of (1-24, 31, 33) 1 of (25-30) all of (60-63) (50,51,58,59) each to 25%
High Impact Schools 50% : each assigned:	8 of (1-24, 31, 33) 2 of (25-30) 1 of (50,51) 1 of (58,59)
Other Secondary 50% : each assigned:	8 of (1-24, 31, 33) 2 of (25-30) 1 of (58,59)
Migrant (at Crockett, Martin) 100% : each assigned:	all of (34-41,60-63) 1 of (25-30)
Migrant 100% : each assigned:	all of (34-41) 2 of (25-30) 1 of (58,59)

Elementary Teachers:

Migrant 100% : each assigned:	all of (34-41) 2 of (1-24, 31,33) 1 of (25-30) 1 of (46-48) 1 of (49-51)
Rainbow Kit 100% : each assigned:	all of (42-45) 5 of (1-24, 31,33) 1 of (25-30) 1 of (46-48) 1 of (49-51)
Both Migrant & Rainbow Kit 100% : each assigned:	all of (34-45) 1 of (49-51)
High Impact Elementary 50% : each assigned:Group A=25%	all of (52-57) 2 of (25-30) 2 of (49-51) 1 of (46-48)
Group B=25%	8 of (1-24, 31,33) 2 of (49-51) 1 of (25-30) 1 of (46-48)
Other Elementary 50% : each assigned: Group A=25%	all of (52-57) 2 of (25-30) 1 of (46-48)
Group B=25%	8 of (1-24, 31, 33) 1 of (25-30) 1 of (46-48)

Teacher Survey 81-82

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FREQUENCY DISTRIBUTION OF QUESTIONS                                          0010
QUESTION # 1      FREQ=  360                                                 0020
QUESTION # 2      FREQ=  345                                                 0030
QUESTION # 3      FREQ=  332                                                 0040
QUESTION # 4      FREQ=  340                                                 0050
QUESTION # 5      FREQ=  342                                                 0060
QUESTION # 6      FREQ=  328                                                 0070
QUESTION # 7      FREQ=  344                                                 0080
QUESTION # 8      FREQ=  364                                                 0090
QUESTION # 9      FREQ=  349                                                 0100
QUESTION #10      FREQ=  360                                                 0110
QUESTION #11      FREQ=  339                                                 0120
QUESTION #12      FREQ=  323                                                 0130
QUESTION #13      FREQ=  342                                                 0140
QUESTION #14      FREQ=  346                                                 0150
QUESTION #15      FREQ=  327                                                 0160
QUESTION #16      FREQ=  333                                                 0170
QUESTION #17      FREQ=  330                                                 0180
QUESTION #18      FREQ=  338                                                 0190
QUESTION #19      FREQ=  342                                                 0200
QUESTION #20      FREQ=  343                                                 0210
QUESTION #21      FREQ=  351                                                 0220
QUESTION #22      FREQ=  343                                                 0230
QUESTION #23      FREQ=  330                                                 0240
QUESTION #24      FREQ=  317                                                 0250
QUESTION #25      FREQ=  407                                                 0260
QUESTION #26      FREQ=  453                                                 0270
QUESTION #27      FREQ=  415                                                 0280
QUESTION #28      FREQ=  409                                                 0290
QUESTION #29      FREQ=  464                                                 0300
QUESTION #30      FREQ=  404                                                 0310
QUESTION #31      FREQ=  360                                                 0320
QUESTION #32      FREQ=    0                                                 0330
QUESTION #33      FREQ=  343                                                 0340
QUESTION #34      FREQ=   25                                                 0350
QUESTION #35      FREQ=   25                                                 0360
QUESTION #36      FREQ=   25                                                 0370
QUESTION #37      FREQ=   25                                                 0380
QUESTION #38      FREQ=   25                                                 0390
QUESTION #39      FREQ=   25                                                 0400
QUESTION #40      FREQ=   25                                                 0410
QUESTION #41      FREQ=   25                                                 0420
QUESTION #42      FREQ=   36                                                 0430
QUESTION #43      FREQ=   36                                                 0440
QUESTION #44      FREQ=   36                                                 0450
QUESTION #45      FREQ=   36                                                 0460
QUESTION #46      FREQ=  253                                                 0470
QUESTION #47      FREQ=  258                                                 0480
QUESTION #48      FREQ=  275                                                 0490
QUESTION #49      FREQ=  265                                                 0500
QUESTION #50      FREQ=  654                                                 0510
QUESTION #51      FREQ=  603                                                 0520
QUESTION #52      FREQ=  368                                                 0530
QUESTION #53      FREQ=  363                                                 0540
QUESTION #54      FREQ=  368                                                 0550
QUESTION #55      FREQ=  363                                                 0560
QUESTION #56      FREQ=  368                                                 0570
QUESTION #57      FREQ=  369                                                 0580
QUESTION #58      FREQ=  352                                                 0590
QUESTION #59      FREQ=  349                                                 0600
QUESTION #60      FREQ=  203                                                 0610
QUESTION #61      FREQ=  203                                                 0620
QUESTION #62      FREQ=  203                                                 0630
QUESTION #63      FREQ=  203                                                 0640
$$DITTO EOJ                                                                  0090
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Attachment H-4
(Page 1 of 2)

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QUESTIONS FOR TEACHERS

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

FOR THE LAST FEW YEARS THE OFFICE OF RESEARCH AND EVALUATION HAS SURVEYED TEACHERS TO COLLECT INFORMATION ON THEIR ATTITUDES AND OPINIONS ON DISTRICT ISSUES. THESE ARE CONSIDERED ALONG WITH ACHIEVEMENT DATA AND OTHER INFORMATION IN DISTRICT DECISION MAKING.

THIS YEAR WE ARE USING A NEW PROCEDURE SO WE CAN INCLUDE MORE QUESTIONS (63) AND ASSIGN SPECIFIC QUESTIONS TO TEACHERS IN CERTAIN SCHOOLS OR PROGRAMS. WE ARE COMPUTER GENERATING AN UNIQUE SURVEY FORM FOR EACH TEACHER IN THE RANDOM SAMPLE. EACH FORM WILL CONTAIN LESS THAN 15 QUESTIONS. YOUR ITEM NUMBERS WILL NOT BE SEQUENTIAL - THEY REPRESENT THE TOTAL ITEM POOL OF 63 ITEMS, AND ALLOW US TO KEYPUNCH THE RESPONSES CORRECTLY. THE NUMBER AT THE TOP OF EACH FORM ALLOWS US TO SEND YOU THE RIGHT FORM, MONITOR THE RETURN RATE, AND CODE DESCRIPTIVE DATA. ALL RESPONSES WILL BE CONFIDENTIAL.

PLEASE COMPLETE THE SURVEY AS SOON AS POSSIBLE AND RETURN THROUGH CAMPUS MAIL
TO: OFFICE OF RESEARCH AND EVALUATION
ADMINISTRATION BLDG, BOX 79
ELAINE JACKSON

FOR EACH OF THE FOLLOWING ITEMS PLEASE RATE YOUR LEVEL OF AGREEMENT WITH THE STATEMENT USING THE SCALE BELOW:

5 = STRONGLY AGREE	3 = NEUTRAL	1 = STRONGLY DISAGREE
4 = AGREE	2 = DISAGREE	0 = DON'T KNOW

12.	THE MESSENGER SHOULD BE CONTINUED.	5	4	3	2	1	0
1.	THE DISTRICT'S EMPHASIS ON BASIC SKILLS OVER THE PAST FEW YEARS HAS BEEN EFFECTIVE IN INCREASING STUDENT PERFORMANCE IN THE BASIC SKILLS AREAS.	5	4	3	2	1	0
13.	INFORMATION SUBMITTED FOR PUBLICATION IN THE MESSENGER IS GIVEN APPROPRIATE CONSIDERATION.	5	4	3	2	1	0
14.	THE MESSENGER'S ARTICLE FORMATS ARE APPEALING.	5	4	3	2	1	0
11.	THE MESSENGER IS EFFECTIVE IN COMMUNICATING AISD ACTIVITIES TO DISTRICT EMPLOYEES AND THE COMMUNITY.	5	4	3	2	1	0
7.	ALL THINGS CONSIDERED, I AM SATISFIED WITH MY 1981-82 JOB SITUATION.	5	4	3	2	1	0

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51. THE LEARNING RESOURCES CENTER PROVIDES TRAINING FOR FACULTIES OF SCHOOLS MOST AFFECTED BY DESEGREGATION. HOW HELPFUL WAS THE TRAINING YOU RECEIVED FROM THE RESOURCE CENTER?

VERY VALUABLE	VALUABLE	NOT VERY VALUABLE	WASTE OF TIME	HAVE NOT PARTICIPATED
4	3	2	1	0

---

59. IN GENERAL, DO YOU BELIEVE THAT THE SEMESTER SYSTEM IS AN IMPROVEMENT OVER THE QUARTER SYSTEM?

YES, AN IMPROVEMENT	NOTICE LITTLE REAL CHANGE	NO, NOT AS GOOD	UNDECIDED

570

___)

33. A. ARE YOU SPANISH-ENGLISH BILINGUAL? YES NO

B. IN WHAT FORMAT DO YOU PREFER INSERVICE TRAINING?

LECTURES	SMALL GROUP DISCUSSIONS	WORKSHOPS	"HANDS ON" SIMULATION	OTHER ________

C. AT THE LEFT OF THE LIST BELOW, RANK THE IMPORTANCE (1= MOST IMPORTANT, 2= NEXT MOST IMPORTANT, ETC.) TO YOU OF EACH TRAINING AREA. THEN, TO THE RIGHT OF THE LIST, CIRCLE THE NUMBER THAT REFLECTS THE LEVEL OF YOUR INTEREST IN RECEIVING TRAINING.

RANK		GREAT INTEREST	SOME INTEREST	LITTLE INTEREST	NO INTEREST
____	1. CLASSROOM MANAGEMENT WITH HETEROGENEOUS GROUPS.	4	3	2	1
____	2. FEDERAL, STATE, AND LOCAL RULES AND REGULATIONS ON BILINGUAL EDUCATION	4	3	2	1
____	3. TEACHING ETHNIC AWARENESS	4	3	2	1
____	4. PARENT INVOLVEMENT	4	3	2	1
____	5. LANGUAGE OF INSTRUCTION FOR VARIOUS PROFICIENCY LEVELS	4	3	2	1
____	6. DESIGNING "AT-HOME" INSTRUCTIONAL ACTIVITIES FOR PARENTS	4	3	2	1
____	7. ENGLISH-AS-A-SECOND-LANGUAGE TEACHING TECHNIQUES	4	3	2	1
____	8. PROCEDURES FOR LEP IDENTIFICATION AND EXIT	4	3	2	1
____	9. TEACHING TECHNIQUES TO USE WITH RETAINEES	4	3	2	1
____	10. TEACHING TECHNIQUES TO USE WITH LOW ACHIEVERS	4	3	2	1

---

23. HAS THE ESAA STAFF SUPPORT TEAM PROVIDED SERVICES IN THE AREA OF STRESS MANAGEMENT AND HUMAN RELATIONS TRAINING TO YOUR SHCOOL?

YES NO

---

25. IF YOU HAVE PARTICIPATED IN DESEGREGATION-RELATED INSERVICE PROGRAMS, PLEASE LIST ANY GOOD FEATURES YOU THINK ARE WORTH PRESENTING FOR OTHER TEACHERS:

26. ARE YOU NOW DOING DIFFERENT THINGS IN INSTRUCTION THAN YOU DID LAST YEAR (THE FIRST YEAR OF DESEGREGATION)?

YES, VERY MANY YES, SOME YES, VERY FEW NO EXAMPLES:

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

February 26, 1982

TO: Principals Addressed

FROM: Elaine Jackson EJ

SUBJECT: Teacher Survey

About March 3, approximately half your teachers will receive a questionnaire from our office. This survey is collecting baseline and evaluation data for a number of projects (e.g., the Accreditation Process, ESAA/Desegregation, Migrant Program).

In order to get an adequate number of responses for each of about 65 items, we are this year computer generating a unique survey for each teacher, with from 9 to 14 items on each. For this reason, each of your teachers will probably have an entirely different form, and a random assortment of numbers from 1 to 63. Teachers who have already participated in the Retention Survey have been excluded from the sample.

The questionnaires are numbered so that we can send reminders if they are not returned, but all responses will be kept confidential. If you or your teachers have any questions about this survey, please feel free to call me at 458-1227. Thank you for your time and consideration.

EJ:rrf

Approved: Freda M Holley
Director, Office of Research and Evaluation

Approved: Ruth MacAllister
Ruth MacAllister, Assistant Superintendent for Elementary

Approved:
David Hill, Acting Assistant Superintendent for Secondary

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

February 26, 1982

TO: Forrest Kline, Fortunato Vera

EJ

FROM: Elaine Jackson

SUBJECT: Teacher Survey

About March 3, approximately half the teachers in the District will receive a questionnaire from our office. This survey is collecting baseline and evaluation data for a number of projects (e.g., the Accreditation Process, ESAA/Desegregation, Migrant Program). All of the teachers at Crockett and Martin will receive questionnaires so that they will all have an opportunity to give input to the Drugs off Campus Program Evaluation.

In order to obtain an adequate number of responses for each of about 65 items, we are this year computer generating a unique survey for each teacher, with from 9 to 14 items on each. For this reason, each of your teachers will probably have an entirely different form, and a random assortment of numbers from 1 to 63. Teachers who have already participated in the Retention Survey have been excluded from the sample.

The questionnaires are numbered so that we can send reminders if they are not returned, but all responses will be kept confidential. If you or your teachers have any questions about this survey, please feel free to call me at 458-1227. Thank you for your time and consideration.

EJ:rrf

Approved: Freda M Holley
Director, Office of Research and Evaluation

Approved: W. David Hill
David Hill, Acting Assistant Superintendent for Secondary

573

Responses, Total Group
①

0
QUESTIONS FOR TEACHERS

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

FOR THE LAST FEW YEARS THE OFFICE OF RESEARCH AND EVALUATION HAS SURVEYED TEACHERS TO COLLECT INFORMATION ON THEIR ATTITUDES AND OPINIONS ON DISTRICT ISSUES. THESE ARE CONSIDERED ALONG WITH ACHIEVEMENT DATA AND OTHER INFORMATION IN DISTRICT DECISION MAKING.

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PLEASE COMPLETE THE SURVEY AS SOON AS POSSIBLE AND RETURN THROUGH CAMPUS MAIL
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ADMINISTRATION BLDG. BOX 79
ELAINE JACKSON

FOR EACH OF THE FOLLOWING ITEMS PLEASE RATE YOUR LEVEL OF AGREEMENT WITH THE STATEMENT USING THE SCALE BELOW:

5 = STRONGLY AGREE
4 = AGREE
3 = NEUTRAL
2 = DISAGREE
1 = STRONGLY DISAGREE
0 = DON'T KNOW

284/360, 79%	1. THE DISTRICT'S EMPHASIS ON BASIC SKILLS OVER THE PAST FEW YEARS HAS BEEN EFFECTIVE IN INCREASING STUDENT PERFORMANCE IN THE BASIC SKILLS AREAS.	5 18 6%	4 163 57%	3 37 13%	2 24 8%	1 11 4%	0 31 11%
276/345, 80%	2. THERE IS ADEQUATE COORDINATION AMONG SPECIAL EDUCATION, BILINGUAL EDUCATION, AND "REGULAR" EDUCATION.	5 17 6%	4 69 25%	3 58 20%	2 66 24%	1 38 14%	0 35 13%
260/332, 78%	3. THE DISTRICT'S EMPHASIS ON THE IMPROVED ACADEMIC PERFORMANCE OF LOW SOCIO-ECONOMIC STATUS AND MINORITY STUDENTS HAS BEEN EFFECTIVE IN INCREASING THE PERFORMANCE LEVEL OF THESE STUDENTS.	5 8 3%	4 81 31%	3 75 29%	2 41 16%	1 19 7%	0 36 14%
279/340, 82%	4. DISTRICTWIDE STAFF DEVELOPMENT ACTIVITIES HAVE CONTRIBUTED TO THE IMPROVEMENT OF TEACHER COMPETENCIES.	5 18 7%	4 90 32%	3 62 22%	2 63 23%	1 37 13%	0 9 3%
275/342, 80%	5. THE REPORTS WHICH TEACHERS RECEIVE ON THE RESULTS OF THE DISTRICTWIDE ACHIEVEMENT TEST (THE ITBS OR STEP) ARE HELPFUL TO ME IN PLANNING INSTRUCTION FOR STUDENTS.	5 17 6%	4 122 44%	3 77 28%	2 33 12%	1 14 5%	0 12 4%
256/328, 78%	6. THE PROFESSIONAL PERSONNEL EVALUATION SYSTEM HAS HELPED ME IMPROVE MY PROFESSIONAL JOB PERFORMANCE.	5 11 4%	4 73 28%	3 80 31%	2 52 20%	1 33 13%	0 7 3%
271/344, 79%	7. ALL THINGS CONSIDERED, I AM SATISFIED WITH MY 1981-82 JOB SITUATION.	5 84 31%	4 122 45%	3 19 7%	2 31 11%	1 14 5%	0 1 —
295/364, 81%	8. THE DISTRICT'S EMPHASIS ON ATTENDANCE HAS HELPED IMPROVE ACHIEVEMENT IN THE BASIC SKILLS.	5 26 9%	4 118 40%	3 59 20%	2 30 10%	1 8 3%	0 54 18%

574

___0

Total ②

264/349 .76%	9.	THE OFFICE OF STAFF PERSONNEL IS EFFECTIVE IN CARRYING OUT ITS ASSIGNED DUTIES.	5 12 4%	4 80 20%	3 82 31%	2 23 9%	1 10 4%	0 57 22%
287/360 .80%	10.	STUDENTS ARE AS WELL OR BETTER ADJUSTED TO DESEGREGATION THIS YEAR THAN THEY WERE LAST YEAR.	5 40 14%	4 152 53%	3 39 14%	2 10 4%	1 7 2%	0 39 14%
260/339 .78%	11.	THE MESSENGER IS EFFECTIVE IN COMMUNICATING AISD ACTIVITIES TO DISTRICT EMPLOYEES AND THE COMMUNITY.	5 19 7%	4 129 49%	3 77 29%	2 17 6%	1 11 4%	0 13 5%
263/323 .81%	12.	THE MESSENGER SHOULD BE CONTINUED.	5 42 16%	4 94 36%	3 76 29%	2 21 8%	1 16 6%	0 13 5%
277/342 .81%	13.	INFORMATION SUBMITTED FOR PUBLICATION IN THE MESSENGER IS GIVEN APPROPRIATE CONSIDERATION.	5 17 6%	4 115 37%	3 120 37%	2 26 8%	1 14 4%	0 18 6%
310/386 .80%	14.	THE MESSENGER'S ARTICLE FORMATS ARE APPEALING.	5 6 2%	4 38 14%	3 40 15%	2 66 25%	1 35 13%	0 84 32%
265/327 .81%	15.	STUDENTS ARE RECEIVING ADEQUATE DRUG EDUCATION.	5	4	3	2	1	0
272/333 .82%	16.	I BELIEVE THERE IS ADEQUATE TEACHER INPUT TO PRINCIPAL EVALUATION.	5 5 2%	4 80 31%	3 62 23%	2 53 20%	1 54 20%	0 14 5%
261/330 .79%	17.	I KNOW ENOUGH ABOUT THE FORMING THE FUTURE PROJECT.	5 13 5%	4 60 23%	3 50 19%	2 54 21%	1 40 15%	0 44 17%
277/338 .82%	18.	THE FORMING THE FUTURE PROJECT IS A GOOD WAY TO INFORM THE PUBLIC ABOUT DISTRICT GOALS, NEEDS, AND ACHIEVEMENTS.	5 45 16%	4 110 40%	3 65 24%	2 11 4%	1 2 1%	0 44 16%
261/342 .76%	19.	DESEGREGATION PROBLEMS AT MY SCHOOL ARE BEING HANDLED AS WELL OR BETTER THIS YEAR THAN LAST YEAR (THE FIRST YEAR OF DESEGREGATION.)	5 46 18%	4 111 42%	3 59 23%	2 4 2%	1 3 1%	0 38 15%
	44.	A) THE MATH RAINBOW KIT ACTIVITIES HAVE BEEN EASY TO DISTRIBUTE.	5	4	3	2	1	0 0
		B) THE MATCH BETWEEN THE MATH RAINBOW KIT ACTIVITIES AND CLASSROOM INSTRUCTIONAL ACTIVITIES HAS BEEN GOOD.	5	4	3	2	1	0
		C) THE RESPONSE OF PARENTS TO THE MATH RAINBOW KIT HAS BEEN GOOD.	5	4	3	2	1	0
		D) THE RESPONSE OF STUDENTS TO THE MATH RAINBOW KIT HAS BEEN GOOD.	5	4	3	2	1	0
198/253 .78%	46.	THE NEW RETENTION/PROMOTION POLICY IS MORE HELPFUL TO TEACHERS IN MAKING RETENTION RECOMMENDATIONS THAN THE OLD POLICY.	5 49 25%	4 97 49%	3 21 8%	2 8 4%	1 6 3%	0 17 9%
199/256 .77%	47.	TEACHERS ARE ADEQUATELY PREPARED TO FOSTER LEARNING IN STUDENTS WHO HAVE BEEN RETAINED IN A GRADE.	5 22 11%	4 78 39%	3 39 20%	2 40 20%	1 8 4%	0 12 6%
209/275 .76%	48.	RETENTION OF STUDENTS WITH SERIOUS ACHIEVEMENT DEFICIENCIES IS BENEFICIAL.	5 65 41%	4 79 38%	3 21 10%	2 13 6%	1 3 1%	0 8 4%

Total ③

___0

	5	4	3	2	1	0
58. THE MINIMUM COMPETENCY REQUIREMENTS IN MATH AND READING HAVE IMPROVED GRADUATES' PERFORMANCE IN THESE BASIC SKILLS AREAS. 277/352 = 79%	8 3%	101 36%	43 16%	28 10%	10 4%	87 31%
60. THE ACTIVITIES OF THE DRUGS OFF CAMPUS (DOC) PROGRAM HINDERED IMPORTANT ONGOING EDUCATIONAL ACTIVITIES. 159/203 = 78%	18 11%	11 7%	20 13%	39 24%	59 37%	12 8%
61. I HAVE RECEIVED ADEQUATE INFORMATION ABOUT THE DOC PROGRAM. 159/203 = 78%	42 26%	63 40%	15 9%	19 12%	15 9%	5 3%
62. MY STUDENTS HAVE REACTED WELL TO THE DOC PROGRAM. 159/203 = 78%	30 19%	65 41%	27 17%	17 11%	8 5%	12 8%
63. THE RIGHTS AND FEELINGS OF STUDENTS ARE BEING GIVEN ADEQUATE CONSIDERATION BY THOSE INVOLVED IN THE DOC PROGRAM. 159/203 = 78%	34 21%	57 36%	23 15%	13 8%	16 10%	16 [illegible]

20. COMPARED WITH PREVIOUS YEARS, THE INFORMATION PROVIDED ME BY THE OFFICE OF RESEARCH AND EVALUATION THIS YEAR HAS BEEN:
242/343 = 70%

MUCH LESS HELPFUL	LESS HELPFUL	ABOUT EQUALLY HELPFUL	MORE HELPFUL	MUCH MORE HELPFUL
1 16 7%	2 15 6%	3 174 72%	4 37 15%	5 —

21. HOW MUCH TIME AND ENERGY DO CONDITIONS IN YOUR SCHOOL ALLOW YOU TO DEVOTE TO TEACHING THIS YEAR, COMPARED TO LAST YEAR?
259/351 = 74%

MUCH LESS	LESS	SAME	MORE	MUCH MORE
1 18 7%	2 60 23%	3 126 49%	4 44 17%	5 11 4%

22. ON A SCALE OF 1 - 5, HOW WOULD YOU RATE THE CURRENT PROFESSIONAL PERSONNEL EVALUATION SYSTEM?
274/343 = 80%

VERY INADEQUATE	INADEQUATE	ADEQUATE	GENERALLY ADEQUATE	VERY ADEQUATE
1 10 4%	2 52 19%	3 142 52%	4 61 22%	5 9 3%

23. HAS THE ESAA STAFF SUPPORT TEAM PROVIDED SERVICES IN THE AREA OF STRESS MANAGEMENT AND HUMAN RELATIONS TRAINING TO YOUR SCHOOL?
237/330 = 72%

YES 94 40% NO 143 60%

24. HAS THE ESAA STAFF SUPPORT TEAM PROVIDED SERVICES IN THE AREA OF STRESS MANAGEMENT AND HUMAN RELATIONS TRAINING TO YOU AS AN INDIVIDUAL?
253/317 = 80%

YES 57 22% NO ~~149~~ 196 78%

25. IF YOU HAVE PARTICIPATED IN DESEGREGATION-RELATED INSERVICE PROGRAMS, PLEASE LIST ANY GOOD FEATURES YOU THINK ARE WORTH PRESENTING FOR OTHER TEACHERS:

26. ARE YOU NOW DOING DIFFERENT THINGS IN INSTRUCTION THAN YOU DID LAST YEAR (THE FIRST YEAR OF DESEGREGATION)?
331/458 = 72%

YES, VERY MANY	YES, SOME	YES, VERY FEW	NO	EXAMPLES:
30 9%	125 38%	35 11%	141 43%	

576

Total ④

__0

27. ARE YOU NOW DOING DIFFERENT THINGS TO IMPROVE INTERETHNIC RELATIONS THAN YOU DID LAST YEAR (THE FIRST YEAR OF DESEGREGATION)?

$\frac{305}{415} = 73\%$

YES, VERY MANY	YES, SOME	YES, VERY FEW	NO	EXAMPLES:
14	73	32	186	
5%	24%	10%	61%	

28. WHAT IS YOUR LARGEST REMAINING PROBLEM RELATED TO DESEGREGATION? ______

29. THE MOST IMPORTANT THING THAT THE OFFICE OF STAFF PERSONNEL COULD DO TO IMPROVE ITS SERVICES TO THE DISTRICT WOULD BE TO: ______

30. THE MOST IMPORTANT THING THAT THE OFFICE OF RESEARCH AND EVALUATION COULD DO TO IMPROVE ITS SERVICES TO THE DISTRICT WOULD BE TO: ______

31. IF YOU HAD TO CHOOSE RIGHT NOW WHAT YOU WANTED TO DO NEXT YEAR, WHICH OPTION LISTED BELOW WOULD YOU CHOOSE? ASSUME ALL ARE AVAILABLE WITH NO CHANGE IN SALARY.

$\frac{275}{360} = 76\%$

1. (156) 57% STAY IN THIS SCHOOL AND THIS ASSIGNMENT
2. (24) 9% STAY IN THIS SCHOOL WITH A DIFFERENT TEACHING ASSIGNMENT
3. (12) 4% TRANSFER TO ANOTHER SCHOOL IN AISD (TEACHING)
4. (9) 3% MOVE INTO AN AISD CAMPUS ADMINISTRATION JOB
5. (12) 4% MOVE INTO AN AISD CENTRAL ADMINISTRATION JOB
6. (7) 2% WORK IN A SUPPORT ROLE (E.G., VISITING TEACHER)
7. (5) 2% TEACH IN ANOTHER DISTRICT
8. (1) — MOVE TO ANOTHER DISTRICT AS AN ADMINISTRATOR
9. (4) 2% TEACH IN A PRIVATE SCHOOL
10. (20) 7% TAKE A YEAR OFF FROM TEACHING
11. (25) 9% GET A JOB OUTSIDE OF EDUCATION

32. IF YOU WOULD NOT CHOOSE TO STAY IN THIS SCHOOL AND THIS ASSIGNMENT NEXT YEAR, WOULD DESEGREGATION BE A FACTOR IN YOUR DECISION?

$\frac{237}{360} = 66\%$

1. (19) 8% A LARGE FACTOR
2. (17) 7% A SLIGHT FACTOR
3. (203) 85% NO FACTOR

577

33. A. ARE YOU SPANISH-ENGLISH BILINGUAL? YES 34 NO 237

B. IN WHAT FORMAT DO YOU PREFER INSERVICE TRAINING?

___ LECTURES ___ SMALL GROUP DISCUSSIONS ___ WORKSHOPS ___ "HANDS ON" SIMULATION ___ OTHER ______________

C. AT THE LEFT OF THE LIST BELOW, RANK THE IMPORTANCE (1= MOST IMPORTANT, 2= NEXT MOST IMPORTANT, ETC.) TO YOU OF EACH TRAINING AREA. THEN, TO THE RIGHT OF THE LIST, CIRCLE THE NUMBER THAT REFLECTS THE LEVEL OF YOUR INTEREST IN RECEIVING TRAINING.

BILINGUAL

RANK (of a possible 10) Yes	No		④ GREAT INTEREST Yes	No	③ SOME INTEREST Yes	No	② LITTLE INTEREST Yes	No	① NO INTEREST Yes	No
4.4	3.1	1. CLASSROOM MANAGEMENT WITH HETEROGENEOUS GROUPS.	(10) [illegible]%	(81) 33%	(14) [illegible]%	(86) 41%	(6) [illegible]%	(32) 15%	(1) 3%	(12) 3%
6.7	7.3	2. FEDERAL, STATE, AND LOCAL RULES AND REGULATIONS ON BILINGUAL EDUCATION	(8) [illegible]%	(4) [illegible]%	(8) [illegible]%	(60) [illegible]%	(7) [illegible]%	(89) 43%	(9) %	(19) [illegible]%
5.3	5.4	3. TEACHING ETHNIC AWARENESS	(10) [illegible]%	(29) 14%	[illegible]	(93) 4[illegible]%	(6) 20%	(59) 28%	(3) [illegible]%	(29) 14%
4.6	4.0	4. PARENT INVOLVEMENT	(11) [illegible]%	(74) 35%	(13) [illegible]%	(97) 46%	(4) 13%	(24) [illegible]%	[illegible]	(14) 7%
4.3	4.5	5. LANGUAGE OF INSTRUCTION FOR VARIOUS PROFICIENCY LEVELS	(12) 40%	(46) 22%	(12) 40%	(83) 39%	(3) 10%	(59) 28%	(3) 10%	(23) [illegible]%
6.3	5.1	6. DESIGNING "AT-HOME" INSTRUCTIONAL ACTIVITIES FOR PARENTS	(6) 20%	(33) 16%	(10) 33%	(80) 38%	(10) 33%	(62) 30%	(4) 13%	(35) 17%
5.1	6.5	7. ENGLISH-AS-A-SECOND-LANGUAGE TEACHING TECHNIQUES	(9) 29%	(15) 7%	(15) 65%	(56) 27%	(4) 13%	(74) 35%	(4) 13%	(64) 31%
6.5	7.1	8. PROCEDURES FOR LEP IDENTIFICATION AND EXIT	(6) 21%	(7) 4%	(11) 38%	(40) 20%	(6) 21%	(85) 43%	(6) 21%	67 (34%)
4.9	3.7	9. TEACHING TECHNIQUES TO USE WITH RETAINEES	(13) 43%	(72) 34%	(12) 40%	(78) 37%	(3) 10%	(37) 18%	(2) 7%	(22) 10%
2.8	2.4	10. TEACHING TECHNIQUES TO USE WITH LOW ACHIEVERS	(23) 74%	(126) 59%	(6) 19%	(62) 29%	(1) 3%	(17) 8%	(1) 3%	(8) 4%

PLEASE USE THE SCALE BELOW TO RATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS:

5 = STRONGLY AGREE
4 = AGREE
3 = NEUTRAL
2 = DISAGREE
1 = STRONGLY DISAGREE
0 = NOT APPLICABLE

COMMENTS:

34. THE LENGTH OF INSTRUCTIONAL TIME PROVIDED TO THE MIGRANT PROGRAM STUDENTS THIS SCHOOL YEAR HAS 5 4 3 2 1 0

14/25

BEEN AS MUCH AS WAS NEEDED.

Total ⑤

___0

35. 14/25	THE PROCESS USED FOR SCHEDULING MIGRANT PROGRAM STUDENTS THIS SCHOOL YEAR HAS WORKED WELL.	5	4	3	2	1	0
36. 14/25	THE COORDINATION THAT I HAVE HAD WITH THE REGULAR CLASSROOM TEACHERS THIS SCHOOL YEAR HAS BEEN WHAT WAS NEEDED.	5	4	3	2	1	0
37. 14/25	THE INSTRUCTIONAL SUPERVISION THAT I RECEIVED THIS SCHOOL YEAR HAS BEEN WHAT WAS NEEDED.	5	4	3	2	1	0
38. 14/25	THE HEALTH CARE SERVICES PROVIDED BY THE MIGRANT PROGRAM NURSE THIS SCHOOL YEAR HAVE MET THE NEEDS OF STUDENTS.	5	4	3	2	1	0
39. 14/25	THE OPERATION OF MY SCHOOL'S PARENT ADVISORY COUNCIL THIS SCHOOL YEAR HAS BEEN EFFECTIVE.	5	4	3	2	1	0
40. 14/25	THE SERVICES PROVIDED BY THE COMMUNITY REPRESENTATIVE(S) THIS SCHOOL YEAR HAVE BEEN WHAT WAS NEEDED.	5	4	3	2	1	0
41. 13/25	THE BENEFITS I HAVE RECEIVED FROM THE MSRTS (INCLUDING SIS) THIS SCHOOL YEAR WERE WORTH THE EFFORTS I PUT INTO IT.	5	4	3	2	1	0

42. FOR EACH GRADE TO WHICH YOU GAVE THE MATH RAINBOW KIT ACTIVITIES, PLEASE INDICATE THE DIFFICULTY LEVEL OF THE ACTIVITIES FOR THE AVERAGE TITLE I/MIGRANT STUDENT. USE THE SCALE BELOW FOR YOUR RATINGS.

5 = TOO HARD 4 = HARD 3 = JUST RIGHT 2 = EASY 1 = TOO EASY

GRADE	DIFFICULTY LEVEL	COMMENTS:
K	______	
1	______	
2	______	
3	______	
4	______	
5	______	
6	______	

43. AT WHAT RATE DID YOU GIVE OUT THE MATH RAINBOW KIT ACTIVITIES? PLEASE CIRCLE THE RESPONSE MOST REPRESENTATIVE OF YOUR FREQUENCY OF USE. IF YOU GAVE OUT RAINBOW KIT ACTIVITIES AT MORE THAN ONE GRADE LEVEL, PLEASE INDICATE SEPARATELY THE FREQUENCY FOR EACH GRADE, AND WRITE THE GRADE(S) BELOW THE FREQUENCY.

MORE THAN TWO ACTIVITIES PER WEEK	TWO ACTIVITIES PER WEEK	ONE ACTIVITY PER WEEK	ONE ACTIVITY EVERY TWO WEEKS	OTHER(PLEASE SPECIFY)____ ________
______	______	______	______	______

579

0

Total ⑦

45. PLEASE USE THE SPACE BELOW TO MAKE ANY ADDITIONAL COMMENTS YOU HAVE ABOUT THE MATH RAINBOW KIT, ITS USEFULNESS, SUGGESTIONS FOR CHANGES/IMPROVEMENTS, ETC.

49. HOW VALUABLE HAS YOUR STUDENTS' PARTICIPATION IN THE ESAA OUTDOOR LEARNING ACTIVITIES BEEN THIS YEAR?

195/275 71%

VERY VALUABLE	VALUABLE	NOT VERY VALUABLE	WASTE OF TIME	HAVE NOT PARTICIPATED
4 25 13%	3 29 15%	2 8 4%	1 –	0 133 68%

50. THE LEARNING RESOURCES CENTER PROVIDES TRAINING FOR TEACHERS DURING THE REGULAR SCHOOL DAY WHILE SUBSTITUTES TAKE THEIR CLASSES. HOW HELPFUL WAS THE TRAINING YOU RECEIVED UNDER THIS RELEASE-TIME ARRANGEMENT?

505/654 = 77%

VERY VALUABLE	VALUABLE	NOT VERY VALUABLE	WASTE OF TIME	HAVE NOT PARTICIPATED
4 14 3%	3 27 5%	2 8 2%	1 4 1%	0 452 90%

51. THE LEARNING RESOURCES CENTER PROVIDES TRAINING FOR FACULTIES OF SCHOOLS MOST AFFECTED BY DESEGREGATION. HOW HELPFUL WAS THE TRAINING YOU RECEIVED FROM THE RESOURCE CENTER?

451/603 = 75%

VERY VALUABLE	VALUABLE	NOT VERY VALUABLE	WASTE OF TIME	HAVE NOT PARTICIPATED
4 15 3%	3 52 12%	2 58 13%	1 23 5%	0 305 68%

52. A. ARE YOU SPANISH-ENGLISH BILINGUAL? YES NO

B. DO YOU TEACH LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS IN YOUR CLASSES? YES NO

C. HOW MANY LEP STUDENTS DO YOU TEACH IN YOUR CLASSES? ________

53. IF YOU TEACH LEP STUDENTS, HOW DIFFICULT IS IT TO MEET THEIR SPECIAL LANGUAGE NEEDS?

EASY	SOMEWHAT DIFFICULT	DIFFICULT	IMPOSSIBLE

54. IF MEETING THE NEEDS OF LEP STUDENTS IN YOUR CLASSES IS DIFFICULT OR IMPOSSIBLE, HOW COULD THIS SITUATION BE IMPROVED? ____________________

55. ARE THERE ANY AREAS IN WHICH YOU COULD HELP OTHER TEACHERS IMPROVE INSTRUCTION OF LEP STUDENTS?

YES NO

56. IN WHICH AREAS COULD YOU HELP OTHER TEACHERS IMPROVE INSTRUCTION OF LEP STUDENTS? ____________________

530

57. IF YOU TEACH ANY LEP STUDENTS, TO WHAT EXTENT IS THERE NEED FOR IDENTIFICATION/DEMONSTRATION OF "EXEMPLARY" MATERIALS IN THE FOLLOWING AREAS: TOTAL G.P.

7 BILINGUAL

	GREAT NEED GRT. NEED 4		MODERATE NEED MODERATE 3		LITTLE NEED LITTLE 2		NO NEED NO NEED 1	
	yes (N=60)	No (N=235)	yes	no	yes	No	yes	No
A. DIAGNOSTIC/PRESCRIPTIVE TESTS FOR PLACEMENT IN ENGLISH INSTRUCTION	14 56%	26 32%	9 26%	28 34%	2 6%	15 18%	[illegible]	13 16%
B. DIAGNOSTIC/PRESCRIPTIVE TESTS FOR PLACEMENT IN SPANISH INSTRUCTION	12 35%	9 12%	14 [illegible]	19 26%	4 12%	20 27%	4 12%	25 34%
C. SPANISH LANGUAGE MATH INSTRUCTION	11 33%	7 10%	12 36%	15 20%	5 15%	19 26%	5 15%	33 46%
D. SPANISH LANGUAGE SCIENCE INSTRUCTION	16 40%	8 11%	[illegible]	11 15%	4 12%	25 34%	7 21%	30 40%
E. SPANISH LANGUAGE SOCIAL STUDIES INSTRUCTION	17 50%	8 11%	7 21%	11 15%	3 9%	24 33%	7 21%	29 40%
F. INSTRUCTION IN SPANISH LANGUAGE	10 31%	7 10%	10 31%	17 24%	6 19%	23 32%	6 19%	25 35%
G. INSTRUCTION IN SPANISH READING	8 25%	10 14%	13 41%	14 20%	4 13%	21 30%	7 22%	26 37%
H. OTHER SPANISH LANGUAGE INSTRUCTION (SPECIFY):________								
I. ENGLISH LANGUAGE MATH INSTRUCTION (LOW VOCABULARY/HIGH INTEREST)	13 41%	28 39%	13 41%	22 29%	2 6%	10 13%	4 12%	14 19%
J. ENGLISH LANGUAGE SCIENCE INSTRUCTION (LOW VOCABULARY/HIGH INTEREST)	15 46%	32 40%	12 36%	22 28%	2 6%	10 13%	4 12%	15 19%
K. ENGLISH LANGUAGE SOCIAL STUDIES INSTRUCTION (LOW VOCABULARY/HIGH INTEREST)	16 47%	30 40%	11 32%	21 28%	3 9%	9 12%	4 12%	14 19%
L. OTHER ENGLISH LANGUAGE INSTRUCTION (SPECIFY):________								
M. ENGLISH AS A SECOND LANGUAGE (ESL) INSTRUCTION	21 60%	27 36%	8 23%	16 22%	2 6%	12 16%	4 11%	19 26%
N. SPANISH AS A SECOND LANGUAGE (SSL) INSTRUCTION	6 20%	3 5%	13 43%	18 29%	6 20%	16 25%	5 17%	26 41%

59. IN GENERAL, DO YOU BELIEVE THAT THE SEMESTER SYSTEM IS AN IMPROVEMENT OVER THE QUARTER SYSTEM?

$\frac{270}{349} = 77\%$

YES, AN IMPROVEMENT 186 69%	NOTICE LITTLE REAL CHANGE 36 13%	NO, NOT AS GOOD 25 9%	UNDECIDED 23 9%

581

2

QUESTIONS FOR TEACHERS *Elementary Responses*
Total N = 628

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

FOR THE LAST FEW YEARS THE OFFICE OF RESEARCH AND EVALUATION HAS SURVEYED TEACHERS TO COLLECT INFORMATION ON THEIR ATTITUDES AND OPINIONS ON DISTRICT ISSUES. THESE ARE CONSIDERED ALONG WITH ACHIEVEMENT DATA AND OTHER INFORMATION IN DISTRICT DECISION MAKING.

THIS YEAR WE ARE USING A NEW PROCEDURE SO WE CAN INCLUDE MORE QUESTIONS (63) AND ASSIGN SPECIFIC QUESTIONS TO TEACHERS IN CERTAIN SCHOOLS OR PROGRAMS. WE ARE COMPUTER GENERATING AN UNIQUE SURVEY FORM FOR EACH TEACHER IN THE RANDOM SAMPLE. EACH FORM WILL CONTAIN LESS THAN 15 QUESTIONS. YOUR ITEM NUMBERS WILL NOT BE SEQUENTIAL - THEY REPRESENT THE TOTAL ITEM POOL OF 63 ITEMS, AND ALLOW US TO KEYPUNCH THE RESPONSES CORRECTLY. THE NUMBER AT THE TOP OF EACH FORM ALLOWS US TO SEND YOU THE RIGHT FORM, MONITOR THE RETURN RATE, AND CODE DESCRIPTIVE DATA. ALL RESPONSES WILL BE CONFIDENTIAL.

PLEASE COMPLETE THE SURVEY AS SOON AS POSSIBLE AND RETURN THROUGH CAMPUS MAIL
TO: OFFICE OF RESEARCH AND EVALUATION
ADMINISTRATION BLDG, BOX 79
ELAINE JACKSON

FOR EACH OF THE FOLLOWING ITEMS PLEASE RATE YOUR LEVEL OF AGREEMENT WITH THE STATEMENT USING THE SCALE BELOW:

5 = STRONGLY AGREE
4 = AGREE
3 = NEUTRAL
2 = DISAGREE
1 = STRONGLY DISAGREE
0 = DON'T KNOW

		5	4	3	2	1	0
1. N=108	THE DISTRICT'S EMPHASIS ON BASIC SKILLS OVER THE PAST FEW YEARS HAS BEEN EFFECTIVE IN INCREASING STUDENT PERFORMANCE IN THE BASIC SKILLS AREAS.	10 9%	65 60%	18 17%	4 4%	3 3%	8 7%
2. N=96	THERE IS ADEQUATE COORDINATION AMONG SPECIAL EDUCATION, BILINGUAL EDUCATION, AND "REGULAR" EDUCATION.	7 7%	32 33%	14 15%	24 25%	9 9%	10 10%
3. N=95	THE DISTRICT'S EMPHASIS ON THE IMPROVED ACADEMIC PERFORMANCE OF LOW SOCIO-ECONOMIC STATUS AND MINORITY STUDENTS HAS BEEN EFFECTIVE IN INCREASING THE PERFORMANCE LEVEL OF THESE STUDENTS.	4 4%	38 40%	28 30%	11 12%	4 4%	10 10%
4. N=97	DISTRICTWIDE STAFF DEVELOPMENT ACTIVITIES HAVE CONTRIBUTED TO THE IMPROVEMENT OF TEACHER COMPETENCIES.	9 9%	37 38%	19 20%	16 16%	11 11%	5 5%
5. N=96	THE REPORTS WHICH TEACHERS RECEIVE ON THE RESULTS OF THE DISTRICTWIDE ACHIEVEMENT TEST (THE ITBS OR STEP) ARE HELPFUL TO ME IN PLANNING INSTRUCTION FOR STUDENTS.	8 8%	47 49%	21 22%	11 11%	2 2%	7 7%
6. N=95	THE PROFESSIONAL PERSONNEL EVALUATION SYSTEM HAS HELPED ME IMPROVE MY PROFESSIONAL JOB PERFORMANCE.	4 4%	38 40%	23 24%	22 23%	5 5%	3 3%
7. N=92	ALL THINGS CONSIDERED, I AM SATISFIED WITH MY 1981-82 JOB SITUATION.	32 35%	31 34%	11 12%	11 12%	7 8%	–
8. N=107	THE DISTRICT'S EMPHASIS ON ATTENDANCE HAS HELPED IMPROVE ACHIEVEMENT IN THE BASIC SKILLS.	10 9%	36 34%	28 26%	3 3%	1 1%	29 27%

___0

Elementary ②

		5	4	3	2	1	0
9. N=98	THE OFFICE OF STAFF PERSONNEL IS EFFECTIVE IN CARRYING OUT ITS ASSIGNED DUTIES.	4 4%	30 31%	33 34%	6 6%	3 3%	22 22%
10. N=107	STUDENTS ARE AS WELL OR BETTER ADJUSTED TO DESEGREGATION THIS YEAR THAN THEY WERE LAST YEAR.	10 9%	52 49%	20 19%	4 4%	3 3%	18 17%
11. N=96	THE MESSENGER IS EFFECTIVE IN COMMUNICATING AISD ACTIVITIES TO DISTRICT EMPLOYEES AND THE COMMUNITY.	8 8%	53 55%	24 25%	4 4%	2 2%	5 5%
12. N=96	THE MESSENGER SHOULD BE CONTINUED.	21 22%	31 32%	28 29%	6 6%	2 2%	8 8%
13. N=106	INFORMATION SUBMITTED FOR PUBLICATION IN THE MESSENGER IS GIVEN APPROPRIATE CONSIDERATION.	3 3%	26 24%	31 29%	2 2%	—	44 42%
14. N=112	THE MESSENGER'S ARTICLE FORMATS ARE APPEALING.	8 7%	52 46%	36 32%	7 6%	3 3%	6 5%
15. N=93	STUDENTS ARE RECEIVING ADEQUATE DRUG EDUCATION.	1 1%	7 8%	20 22%	19 20%	8 8%	41 44%
16. N=91	I BELIEVE THERE IS ADEQUATE TEACHER INPUT TO PRINCIPAL EVALUATION.	1 1%	25 28%	19 21%	21 23%	21 23%	4 4%
17. N=109	I KNOW ENOUGH ABOUT THE FORMING THE FUTURE PROJECT.	5 5%	31 28%	22 20%	24 22%	11 10%	16 15%
18. N=104	THE FORMING THE FUTURE PROJECT IS A GOOD WAY TO INFORM THE PUBLIC ABOUT DISTRICT GOALS, NEEDS, AND ACHIEVEMENTS.	24 23%	39 38%	24 23%	4 4%	—	13 12%
19. N=97	DESEGREGATION PROBLEMS AT MY SCHOOL ARE BEING HANDLED AS WELL OR BETTER THIS YEAR THAN LAST YEAR (THE FIRST YEAR OF DESEGREGATION.)	18 19%	40 41%	23 24%	2 2%	1 1%	13 13%
44. N=31	A) THE MATH RAINBOW KIT ACTIVITIES HAVE BEEN EASY TO DISTRIBUTE.	9 29%	14 45%	—	7 23%	1 3%	—
N=31	B) THE MATCH BETWEEN THE MATH RAINBOW KIT ACTIVITIES AND CLASSROOM INSTRUCTIONAL ACTIVITIES HAS BEEN GOOD.	3 10%	9 29%	9 29%	6 19%	2 6%	2 6%
N=30	C) THE RESPONSE OF PARENTS TO THE MATH RAINBOW KIT HAS BEEN GOOD.	3 10%	11 37%	6 20%	2 7%	—	8 27%
N=31	D) THE RESPONSE OF STUDENTS TO THE MATH RAINBOW KIT HAS BEEN GOOD.	5 16%	20 65%	4 13%	2 6%	—	—
46. N=198	THE NEW RETENTION/PROMOTION POLICY IS MORE HELPFUL TO TEACHERS IN MAKING RETENTION RECOMMENDATIONS THAN THE OLD POLICY.	49 25%	97 49%	21 10%	8 4%	6 3%	17 9%
47. N=199	TEACHERS ARE ADEQUATELY PREPARED TO FOSTER LEARNING IN STUDENTS WHO HAVE BEEN RETAINED IN A GRADE.	22 11%	78 39%	39 20%	40 20%	8 4%	12 6%
48. N=199	RETENTION OF STUDENTS WITH SERIOUS ACHIEVEMENT DEFICIENCIES IS BENEFICIAL.	78 39%	78 39%	39 20%	40 20%	8 4%	12 6%

—0

Elementary ①

59. THE MINIMUM COMPETENCY REQUIREMENTS IN MATH AND READING HAVE IMPROVED GRADUATES' PERFORMANCE IN THESE BASIC SKILLS AREAS. 5 4 3 2 1 0
0

60. THE ACTIVITIES OF THE DRUGS OFF CAMPUS (DOC) PROGRAM HINDERED IMPORTANT ONGOING EDUCATIONAL ACTIVITIES. 5 4 3 2 1 0
0

61. I HAVE RECEIVED ADEQUATE INFORMATION ABOUT THE DOC PROGRAM. 5 4 3 2 1 0
0

62. MY STUDENTS HAVE REACTED WELL TO THE DOC PROGRAM. 5 4 3 2 1 0
0

63. THE RIGHTS AND FEELINGS OF STUDENTS ARE BEING GIVEN ADEQUATE CONSIDERATION BY THOSE INVOLVED IN THE DOC PROGRAM. 5 4 3 2 1 0
0

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20. COMPARED WITH PREVIOUS YEARS, THE INFORMATION PROVIDED ME BY THE OFFICE OF RESEARCH AND EVALUATION THIS YEAR HAS BEEN:
N = 80

MUCH LESS HELPFUL	LESS HELPFUL	ABOUT EQUALLY HELPFUL	MORE HELPFUL	MUCH MORE HELPFUL
4 = 5% 1	5 = 6% 2	52 = 65% 3	19 = 24% 4	— 5

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21. HOW MUCH TIME AND ENERGY DO CONDITIONS IN YOUR SCHOOL ALLOW YOU TO DEVOTE TO TEACHING THIS YEAR, COMPARED TO LAST YEAR?
N = 91

MUCH LESS	LESS	SAME	MORE	MUCH MORE
10 = 11% 1	18 = 20% 2	39 = 43% 3	17 = 19% 4	7 = 8% 5

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22. ON A SCALE OF 1 - 5, HOW WOULD YOU RATE THE CURRENT PROFESSIONAL PERSONNEL EVALUATION SYSTEM?
N = 102

VERY INADEQUATE	INADEQUATE	ADEQUATE	GENERALLY ADEQUATE	VERY ADEQUATE
2 = 2% 1	19 = 19% 2	47 = 46% 3	29 = 28% 4	5 = 5% 5

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23. HAS THE ESAA STAFF SUPPORT TEAM PROVIDED SERVICES IN THE AREA OF STRESS MANAGEMENT AND HUMAN RELATIONS TRAINING TO YOUR SCHOOL?
N = 96

YES NO

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24. HAS THE ESAA STAFF SUPPORT TEAM PROVIDED SERVICES IN THE AREA OF STRESS MANAGEMENT AND HUMAN RELATIONS TRAINING TO YOU AS AN INDIVIDUAL?
N = 96

YES 36 = 38% NO 60 = 63%

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25. IF YOU HAVE PARTICIPATED IN DESEGREGATION-RELATED INSERVICE PROGRAMS, PLEASE LIST ANY GOOD FEATURES YOU THINK ARE WORTH PRESENTING FOR OTHER TEACHERS:

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26. ARE YOU NOW DOING DIFFERENT THINGS IN INSTRUCTION THAN YOU DID LAST YEAR (THE FIRST YEAR OF DESEGREGATION)?
N = 157

YES, VERY MANY	YES, SOME	YES, VERY FEW	NO	EXAMPLES:
19 = 12%	59 = 37%	19 = 12%	62 = 39%	

534

___2

Elementary ④

27. ARE YOU NOW DOING DIFFERENT THINGS TO IMPROVE INTERETHNIC RELATIONS THAN YOU DID LAST YEAR (THE FIRST YEAR OF DESEGREGATION)?

N=127

YES, VERY MANY	YES, SOME	YES, VERY FEW	NO	EXAMPLES:
9=7%	38=30%	13=10%	67=53%	

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28. WHAT IS YOUR LARGEST REMAINING PROBLEM RELATED TO DESEGREGATION?

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29. THE MOST IMPORTANT THING THAT THE OFFICE OF STAFF PERSONNEL COULD DO TO IMPROVE ITS SERVICES TO THE DISTRICT WOULD BE TO:

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30. THE MOST IMPORTANT THING THAT THE OFFICE OF RESEARCH AND EVALUATION COULD DO TO IMPROVE ITS SERVICES TO THE DISTRICT WOULD BE TO:

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31. IF YOU HAD TO CHOOSE RIGHT NOW WHAT YOU WANTED TO DO NEXT YEAR, WHICH OPTION LISTED BELOW WOULD YOU CHOOSE? ASSUME ALL ARE AVAILABLE WITH NO CHANGE IN SALARY.

N=108

1. 67=62% STAY IN THIS SCHOOL AND THIS ASSIGNMENT
2. 4=4% STAY IN THIS SCHOOL WITH A DIFFERENT TEACHING ASSIGNMENT
3. 7=6% TRANSFER TO ANOTHER SCHOOL IN AISD (TEACHING)
4. 3=3% MOVE INTO AN AISD CAMPUS ADMINISTRATION JOB
5. 4=4% MOVE INTO AN AISD CENTRAL ADMINISTRATION JOB
6. 5=5% WORK IN A SUPPORT ROLE (E.G., VISITING TEACHER)
7. 1=1% TEACH IN ANOTHER DISTRICT
8. ___ MOVE TO ANOTHER DISTRICT AS AN ADMINISTRATOR
9. 1=1% TEACH IN A PRIVATE SCHOOL
10. 10=9% TAKE A YEAR OFF FROM TEACHING
11. 6=6% GET A JOB OUTSIDE OF EDUCATION

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32. IF YOU WOULD NOT CHOOSE TO STAY IN THIS SCHOOL AND THIS ASSIGNMENT NEXT YEAR, WOULD DESEGREGATION BE A FACTOR IN YOUR DECISION?

N=91

1. 7=8% A LARGE FACTOR
2. 6=7% A SLIGHT FACTOR
3. 78=86% NO FACTOR

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31. IF YOU HAD TO CHOOSE RIGHT NOW WHAT YOU WANTED TO DO NEXT YEAR, WHICH OPTION LISTED BELOW WOULD YOU CHOOSE? ASSUME ALL ARE AVAILABLE WITH NO CHANGE IN SALARY.

1. _____ STAY IN THIS SCHOOL AND THIS ASSIGNMENT
2. _____ STAY IN THIS SCHOOL WITH A DIFFERENT TEACHING ASSIGNMENT
3. _____ TRANSFER TO ANOTHER SCHOOL IN AISD (TEACHING)
4. _____ MOVE INTO AN AISD CAMPUS ADMINISTRATION JOB
5. _____ MOVE INTO AN AISD CENTRAL ADMINISTRATION JOB
6. _____ WORK IN A SUPPORT ROLE (E.G., VISITING TEACHER)
7. _____ TEACH IN ANOTHER DISTRICT
8. _____ MOVE TO ANOTHER DISTRICT AS AN ADMINISTRATOR
9. _____ TEACH IN A PRIVATE SCHOOL
10. _____ TAKE A YEAR OFF FROM TEACHING
11. _____ GET A JOB OUTSIDE OF EDUCATION

81.24

__2__ Elementary ⑤

32. IF YOU WOULD NOT CHOOSE TO STAY IN THIS SCHOOL AND THIS ASSIGNMENT NEXT YEAR, WOULD DESEGREGATION BE A FACTOR IN YOUR DECISION?

1. _____ A LARGE FACTOR
2. _____ A SLIGHT FACTOR
3. _____ NO FACTOR

33. A. ARE YOU SPANISH-ENGLISH BILINGUAL? YES NO

B. IN WHAT FORMAT DO YOU PREFER INSERVICE TRAINING?

LECTURES SMALL GROUP DISCUSSIONS WORKSHOPS "HANDS ON" SIMULATION OTHER ______________

C. AT THE LEFT OF THE LIST BELOW, RANK THE IMPORTANCE (1= MOST IMPORTANT, 2= NEXT MOST IMPORTANT, ETC.) TO YOU OF EACH TRAINING AREA. THEN, TO THE RIGHT OF THE LIST, CIRCLE THE NUMBER THAT REFLECTS THE LEVEL OF YOUR INTEREST IN RECEIVING TRAINING.

RANK		GREAT INTEREST	SOME INTEREST	LITTLE INTEREST	NO INTEREST
____	1. CLASSROOM MANAGEMENT WITH HETEROGENEOUS GROUPS.	4	3	2	1
____	2. FEDERAL, STATE, AND LOCAL RULES AND REGULATIONS ON BILINGUAL EDUCATION	4	3	2	1
____	3. TEACHING ETHNIC AWARENESS	4	3	2	1
____	4. PARENT INVOLVEMENT	4	3	2	1
____	5. LANGUAGE OF INSTRUCTION FOR VARIOUS PROFICIENCY LEVELS	4	3	2	1
____	6. DESIGNING "AT-HOME" INSTRUCTIONAL ACTIVITIES FOR PARENTS	4	3	2	1
____	7. ENGLISH-AS-A-SECOND-LANGUAGE TEACHING TECHNIQUES	4	3	2	1
____	8. PROCEDURES FOR LEP IDENTIFICATION AND EXIT	4	3	2	1
____	9. TEACHING TECHNIQUES TO USE WITH RETAINEES	4	3	2	1
____	10. TEACHING TECHNIQUES TO USE WITH LOW ACHIEVERS	4	3	2	1

PLEASE USE THE SCALE BELOW TO RATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS:

5 = STRONGLY AGREE
4 = AGREE
3 = NEUTRAL
2 = DISAGREE
1 = STRONGLY DISAGREE
0 = NOT APPLICABLE

COMMENTS:

34. THE LENGTH OF INSTRUCTIONAL TIME PROVIDED TO THE MIGRANT PROGRAM STUDENTS THIS SCHOOL YEAR HAS BEEN AS MUCH AS WAS NEEDED. 5 4 3 2 1 0

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__2 Elementary ⑥

35.	THE PROCESS USED FOR SCHEDULING MIGRANT PROGRAM STUDENTS THIS SCHOOL YEAR HAS WORKED WELL.	5	4	3	2	1	0
36.	THE COORDINATION THAT I HAVE HAD WITH THE REGULAR CLASSROOM TEACHERS THIS SCHOOL YEAR HAS BEEN WHAT WAS NEEDED.	5	4	3	2	1	0
37.	THE INSTRUCTIONAL SUPERVISION THAT I RECEIVED THIS SCHOOL YEAR HAS BEEN WHAT WAS NEEDED.	5	4	3	2	1	0
38.	THE HEALTH CARE SERVICES PROVIDED BY THE MIGRANT PROGRAM NURSE THIS SCHOOL YEAR HAVE MET THE NEEDS OF STUDENTS.	5	4	3	2	1	0
39.	THE OPERATION OF MY SCHOOL'S PARENT ADVISORY COUNCIL THIS SCHOOL YEAR HAS BEEN EFFECTIVE.	5	4	3	2	1	0
40.	THE SERVICES PROVIDED BY THE COMMUNITY REPRESENTATIVE(S) THIS SCHOOL YEAR HAVE BEEN WHAT WAS NEEDED.	5	4	3	2	1	0
41.	THE BENEFITS I HAVE RECEIVED FROM THE MSRTS (INCLUDING SIS) THIS SCHOOL YEAR WERE WORTH THE EFFORTS I PUT INTO IT.	5	4	3	2	1	0

42. FOR EACH GRADE TO WHICH YOU GAVE THE MATH RAINBOW KIT ACTIVITIES, PLEASE INDICATE THE DIFFICULTY LEVEL OF THE ACTIVITIES FOR THE AVERAGE TITLE I/MIGRANT STUDENT. USE THE SCALE BELOW FOR YOUR RATINGS.

5 = TOO HARD 4 = HARD 3 = JUST RIGHT 2 = EASY 1 = TOO EASY

GRADE	DIFFICULTY LEVEL	COMMENTS:
K	______	
1	______	
2	______	
3	______	
4	______	
5	______	
6	______	

43. AT WHAT RATE DID YOU GIVE OUT THE MATH RAINBOW KIT ACTIVITIES? PLEASE CIRCLE THE RESPONSE MOST REPRESENTATIVE OF YOUR FREQUENCY OF USE. IF YOU GAVE OUT RAINBOW KIT ACTIVITIES AT MORE THAN ONE GRADE LEVEL, PLEASE INDICATE SEPARATELY THE FREQUENCY FOR EACH GRADE, AND WRITE THE GRADE(S) BELOW THE FREQUENCY.

MORE THAN TWO ACTIVITIES PER WEEK	TWO ACTIVITIES PER WEEK	ONE ACTIVITY PER WEEK	ONE ACTIVITY EVERY TWO WEEKS	OTHER(PLEASE SPECIFY)____
______	______	______	______	____________ ______

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Elementary ⑦

45. PLEASE USE THE SPACE BELOW TO MAKE ANY ADDITIONAL COMMENTS YOU HAVE ABOUT THE MATH RAINBOW KIT, ITS USEFULNESS, SUGGESTIONS FOR CHANGES/IMPROVEMENTS, ETC.

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49. HOW VALUABLE HAS YOUR STUDENTS' PARTICIPATION IN THE ESAA OUTDOOR LEARNING ACTIVITIES BEEN THIS YEAR?
N=195

VERY VALUABLE	VALUABLE	NOT VERY VALUABLE	WASTE OF TIME	HAVE NOT PARTICIPATED
25=13% 4	29=15% 3	8=4% 2	— 1	133=68% 0

50. THE LEARNING RESOURCES CENTER PROVIDES TRAINING FOR TEACHERS DURING THE REGULAR SCHOOL DAY WHILE SUBSTITUTES TAKE THEIR CLASSES. HOW HELPFUL WAS THE TRAINING YOU RECEIVED UNDER THIS RELEASE-TIME ARRANGEMENT?
N=259

VERY VALUABLE	VALUABLE	NOT VERY VALUABLE	WASTE OF TIME	HAVE NOT PARTICIPATED
6=28 4	20=8% 3	5=2% 2	2=1% 1	226=87% 0

51. THE LEARNING RESOURCES CENTER PROVIDES TRAINING FOR FACULTIES OF SCHOOLS MOST AFFECTED BY DESEGREGATION. HOW HELPFUL WAS THE TRAINING YOU RECEIVED FROM THE RESOURCE CENTER?
N=199

VERY VALUABLE	VALUABLE	NOT VERY VALUABLE	WASTE OF TIME	HAVE NOT PARTICIPATED
12=6% 4	25=13% 3	28=14% 2	8=4% 1	126=63% 0

52. A. ARE YOU SPANISH-ENGLISH BILINGUAL? YES NO

3. DO YOU TEACH LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS IN YOUR CLASSES? YES NO

C. HOW MANY LEP STUDENTS DO YOU TEACH IN YOUR CLASSES? ______

53. IF YOU TEACH LEP STUDENTS, HOW DIFFICULT IS IT TO MEET THEIR SPECIAL LANGUAGE NEEDS?

EASY	SOMEWHAT DIFFICULT	DIFFICULT	IMPOSSIBLE

54. IF MEETING THE NEEDS OF LEP STUDENTS IN YOUR CLASSES IS DIFFICULT OR IMPOSSIBLE, HOW COULD THIS SITUATION BE IMPROVED?________________________________

55. ARE THERE ANY AREAS IN WHICH YOU COULD HELP OTHER TEACHERS IMPROVE INSTRUCTION OF LEP STUDENTS?
YES NO

56. IN WHICH AREAS COULD YOU HELP OTHER TEACHERS IMPROVE INSTRUCTION OF LEP STUDENTS?________________________________

57. IF YOU TEACH ANY LEP STUDENTS, TO WHAT EXTENT IS THERE NEED FOR IDENTIFICATION/DEMONSTRATION OF "EXEMPLARY" MATERIALS IN THE FOLLOWING AREAS:

	GREAT NEED	MODERATE NEED	LITTLE NEED	NO NEED
A. DIAGNOSTIC/PRESCRIPTIVE TESTS FOR PLACEMENT IN ENGLISH INSTRUCTION	___	___	___	___

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B.	DIAGNOSTIC/PRESCRIPTIVE TESTS FOR PLACEMENT IN SPANISH INSTRUCTION	___	___	___	___
C.	SPANISH LANGUAGE MATH INSTRUCTION	___	___	___	___
D.	SPANISH LANGUAGE SCIENCE INSTRUCTION	___	___	___	___
E.	SPANISH LANGUAGE SOCIAL STUDIES INSTRUCTION	___	___	___	___
F.	INSTRUCTION IN SPANISH LANGUAGE	___	___	___	___
G.	INSTRUCTION IN SPANISH READING	___	___	___	___
H.	OTHER SPANISH LANGUAGE INSTRUCTION (SPECIFY):________________________	___	___	___	___
I.	ENGLISH LANGUAGE MATH INSTRUCTION (LOW VOCABULARY/HIGH INTEREST)	___	___	___	___
J.	ENGLISH LANGUAGE SCIENCE INSTRUCTION (LOW VOCABULARY/HIGH INTEREST)	___	___	___	___
K.	ENGLISH LANGUAGE SOCIAL STUDIES INSTRUCTION (LOW VOCABULARY/HIGH INTEREST)	___	___	___	___
L.	OTHER ENGLISH LANGUAGE INSTRUCTION (SPECIFY):________________________	___	___	___	___
M.	ENGLISH AS A SECOND LANGUAGE (ESL) INSTRUCTION	___	___	___	___
N.	SPANISH AS A SECOND LANGUAGE (SSL) INSTRUCTION	___	___	___	___

59. IN GENERAL, DO YOU BELIEVE THAT THE SEMESTER SYSTEM IS AN IMPROVEMENT OVER THE QUARTER SYSTEM?

YES, AN IMPROVEMENT	NOTICE LITTLE REAL CHANGE	NO, NOT AS GOOD	UNDECIDED

2

AUSTIN INDEPENDENT SCHOOL DISTRICT
QUESTIONS FOR TEACHERS Secondary Responses OFFICE OF RESEARCH AND EVALUATION
Total N=634

FOR THE LAST FEW YEARS THE OFFICE OF RESEARCH AND EVALUATION HAS SURVEYED TEACHERS TO COLLECT INFORMATION ON THEIR ATTITUDES AND OPINIONS ON DISTRICT ISSUES. THESE ARE CONSIDERED ALONG WITH ACHIEVEMENT DATA AND OTHER INFORMATION IN DISTRICT DECISION MAKING.

THIS YEAR WE ARE USING A NEW PROCEDURE SO WE CAN INCLUDE MORE QUESTIONS (63) AND ASSIGN SPECIFIC QUESTIONS TO TEACHERS IN CERTAIN SCHOOLS OR PROGRAMS. WE ARE COMPUTER GENERATING AN UNIQUE SURVEY FORM FOR EACH TEACHER IN THE RANDOM SAMPLE. EACH FORM WILL CONTAIN LESS THAN 15 QUESTIONS. YOUR ITEM NUMBERS WILL NOT BE SEQUENTIAL - THEY REPRESENT THE TOTAL ITEM POOL OF 63 ITEMS, AND ALLOW US TO KEYPUNCH THE RESPONSES CORRECTLY. THE NUMBER AT THE TOP OF EACH FORM ALLOWS US TO SEND YOU THE RIGHT FORM, MONITOR THE RETURN RATE, AND CODE DESCRIPTIVE DATA. ALL RESPONSES WILL BE CONFIDENTIAL.

PLEASE COMPLETE THE SURVEY AS SOON AS POSSIBLE AND RETURN THROUGH CAMPUS MAIL
TO: OFFICE OF RESEARCH AND EVALUATION
ADMINISTRATION BLDG, BOX 79
ELAINE JACKSON

FOR EACH OF THE FOLLOWING ITEMS PLEASE RATE YOUR LEVEL OF AGREEMENT WITH THE STATEMENT USING THE SCALE BELOW:

5 = STRONGLY AGREE
4 = AGREE
3 = NEUTRAL
2 = DISAGREE
1 = STRONGLY DISAGREE
0 = DON'T KNOW

1. N=176 THE DISTRICT'S EMPHASIS ON BASIC SKILLS OVER THE PAST FEW YEARS HAS BEEN EFFECTIVE IN INCREASING STUDENT PERFORMANCE IN THE BASIC SKILLS AREAS.

5	4	3	2	1	0
8	98	19	20	8	23
4%	56%	11%	11%	4%	16%

2. N=180 THERE IS ADEQUATE COORDINATION AMONG SPECIAL EDUCATION, BILINGUAL EDUCATION, AND "REGULAR" EDUCATION.

5	4	3	2	1	0
6	37	41	42	29	25
3%	21%	23%	23%	16%	14%

3. N=165 THE DISTRICT'S EMPHASIS ON THE IMPROVED ACADEMIC PERFORMANCE OF LOW SOCIO-ECONOMIC STATUS AND MINORITY STUDENTS HAS BEEN EFFECTIVE IN INCREASING THE PERFORMANCE LEVEL OF THESE STUDENTS.

5	4	3	2	1	0
4	43	47	30	15	26
4%	26%	28%	18%	9%	16%

4. N=182 DISTRICTWIDE STAFF DEVELOPMENT ACTIVITIES HAVE CONTRIBUTED TO THE IMPROVEMENT OF TEACHER COMPETENCIES.

5	4	3	2	1	0
9	53	43	47	26	4
5%	29%	24%	26%	14%	2%

5. N=179 THE REPORTS WHICH TEACHERS RECEIVE ON THE RESULTS OF THE DISTRICTWIDE ACHIEVEMENT TEST (THE ITBS OR STEP) ARE HELPFUL TO ME IN PLANNING INSTRUCTION FOR STUDENTS.

5	4	3	2	1	0
9	75	56	22	12	5
5%	42%	31%	12%	7%	3%

6. N=161 THE PROFESSIONAL PERSONNEL EVALUATION SYSTEM HAS HELPED ME IMPROVE MY PROFESSIONAL JOB PERFORMANCE.

5	4	3	2	1	0
7	35	57	30	28	4
4%	22%	35%	19%	17%	3%

7. N=179 ALL THINGS CONSIDERED, I AM SATISFIED WITH MY 1981-82 JOB SITUATION.

5	4	3	2	1	0
52	91	8	20	7	1
29%	51%	4%	11%	4%	1%

8. N=188 THE DISTRICT'S EMPHASIS ON ATTENDANCE HAS HELPED IMPROVE ACHIEVEMENT IN THE BASIC SKILLS.

5	4	3	2	1	0
16	82	31	27	7	25
8%	44%	16%	14%	4%	13%

Secondary ②

9. N=166	THE OFFICE OF STAFF PERSONNEL IS EFFECTIVE IN CARRYING OUT ITS ASSIGNED DUTIES.	5 8 5%	4 50 30%	3 49 30%	2 17 10%	1 7 4%	0 35 21%
10. N=18[illegible]	STUDENTS ARE AS WELL OR BETTER ADJUSTED TO DESEGREGATION THIS YEAR THAN THEY WERE LAST YEAR.	5 30 17%	4 100 5[illegible]%	3 19 11%	2 6 3%	1 4 2%	0 21 12%
11. N=170	THE MESSENGER IS EFFECTIVE IN COMMUNICATING AISD ACTIVITIES TO DISTRICT EMPLOYEES AND THE COMMUNITY.	5 11 7%	4 76 45%	3 53 31%	2 13 8%	1 9 5%	0 8 5%
12. N=166	THE MESSENGER SHOULD BE CONTINUED.	5 21 13%	4 63 38%	3 48 29%	2 15 9%	1 14 8%	0 5 3%
13. N=171	INFORMATION SUBMITTED FOR PUBLICATION IN THE MESSENGER IS GIVEN APPROPRIATE CONSIDERATION.	5 3 2%	4 24 14%	3 52 30%	2 6 4%	1 2 1%	0 84 49%
14. N=198	THE MESSENGER'S ARTICLE FORMATS ARE APPEALING.	5 9 7 4%	4 63 32%	3 84 42%	2 19 10%	1 11 6%	0 12 6%
15. N=172	STUDENTS ARE RECEIVING ADEQUATE DRUG EDUCATION.	5 5 3%	4 31 18%	3 20 12%	2 47 27%	1 30 17%	0 39 23%
16. N=181	I BELIEVE THERE IS ADEQUATE TEACHER INPUT TO PRINCIPAL EVALUATION.	5 4 2%	4 59 33%	3 43 24%	2 32 18%	1 33 18%	0 10 6%
17. N=152	I KNOW ENOUGH ABOUT THE FORMING THE FUTURE PROJECT.	5 8 5%	4 29 19%	3 28 18%	2 30 25%	1 29 19%	0 28 18%
18. N=173	THE FORMING THE FUTURE PROJECT IS A GOOD WAY TO INFORM THE PUBLIC ABOUT DISTRICT GOALS, NEEDS, AND ACHIEVEMENTS.	5 21 12%	4 71 41%	3 41 24%	2 7 4%	1 2 1%	0 31 18%
19. N=164	DESEGREGATION PROBLEMS AT MY SCHOOL ARE BEING HANDLED AS WELL OR BETTER THIS YEAR THAN LAST YEAR (THE FIRST YEAR OF DESEGREGATION.)	5 28 17%	4 71 43%	3 36 22%	2 2 1%	1 2 1%	0 25 15%
44.	~~A) THE MATH RAINBOW KIT ACTIVITIES HAVE BEEN EASY TO DISTRIBUTE.~~	5	4	3	2	1	0
	~~B) THE MATCH BETWEEN THE MATH RAINBOW KIT ACTIVITIES AND CLASSROOM INSTRUCTIONAL ACTIVITIES HAS BEEN GOOD.~~	5	4	3	2	1	0
	~~C) THE RESPONSE OF PARENTS TO THE MATH RAINBOW KIT HAS BEEN GOOD.~~	5	4	3	2	1	0
	~~D) THE RESPONSE OF STUDENTS TO THE MATH RAINBOW KIT HAS BEEN GOOD.~~	5	4	3	2	1	0
46.	~~THE NEW RETENTION/PROMOTION POLICY IS MORE HELPFUL TO TEACHERS IN MAKING RETENTION RECOMMENDATIONS THAN THE OLD POLICY.~~	5	4	3	2	1	0
47.	~~TEACHERS ARE ADEQUATELY PREPARED TO FOSTER LEARNING IN STUDENTS WHO HAVE BEEN RETAINED IN A GRADE.~~	5	4	3	2	1	0
48.	~~RETENTION OF STUDENTS WITH SERIOUS ACHIEVEMENT DEFICIENCIES IS BENEFICIAL.~~	5	4	3	2	1	0

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Secondary ③

58. THE MINIMUM COMPETENCY REQUIREMENTS IN MATH AND READING HAVE IMPROVED GRADUATES' PERFORMANCE IN THESE BASIC SKILLS AREAS.
N=277

5	4	3	2	1	0
8	101	43	28	10	87
3%	36%	16%	10%	4%	31%

60. THE ACTIVITIES OF THE DRUGS OFF CAMPUS (DOC) PROGRAM HINDERED IMPORTANT ONGOING EDUCATIONAL ACTIVITIES.
N=159

5	4	3	2	1	0
18	11	20	39	59	12
11%	7%	13%	25%	37%	8%

61. I HAVE RECEIVED ADEQUATE INFORMATION ABOUT THE DOC PROGRAM.
N=159

5	4	3	2	1	0
42	63	15	19	15	5
26%	40%	9%	12%	9%	3%

62. MY STUDENTS HAVE REACTED WELL TO THE DOC PROGRAM.
N=159

5	4	3	2	1	0
30	65	27	17	8	[illegible]
19%	41%	17%	11%	5%	8%

63. THE RIGHTS AND FEELINGS OF STUDENTS ARE BEING GIVEN ADEQUATE CONSIDERATION BY THOSE INVOLVED IN THE DOC PROGRAM.
N=159

5	4	3	2	[illegible]	0
34	57	23	[illegible]	16	16
21%	36%	[illegible]	[illegible]	10%	10%

20. COMPARED WITH PREVIOUS YEARS, THE INFORMATION PROVIDED ME BY THE OFFICE OF RESEARCH AND EVALUATION THIS YEAR HAS BEEN:
N=162

MUCH LESS HELPFUL	LESS HELPFUL	ABOUT EQUALLY HELPFUL	MORE HELPFUL	MUCH MORE HELPFUL
12=7% 1	10=6 % 2	122=75%3	18=11% 4	— 5

21. HOW MUCH TIME AND ENERGY DO CONDITIONS IN YOUR SCHOOL ALLOW YOU TO DEVOTE TO TEACHING THIS YEAR, COMPARED TO LAST YEAR?
N=168

MUCH LESS	LESS	SAME	MORE	MUCH MORE
8=5% 1	42=25% 2	87=52% 3	27=16% 4	4=2% 5

22. ON A SCALE OF 1 - 5, HOW WOULD YOU RATE THE CURRENT PROFESSIONAL PERSONNEL EVALUATION SYSTEM?
N=172

VERY INADEQUATE	INADEQUATE	ADEQUATE	GENERALLY ADEQUATE	VERY ADEQUATE
8=5% 1	33=19% 2	95=55% 3	32=19% 4	4=2% 5

23. HAS THE ESAA STAFF SUPPORT TEAM PROVIDED SERVICES IN THE AREA OF STRESS MANAGEMENT AND HUMAN RELATIONS TRAINING TO YOUR SHCOOL?
N=141

58=41% YES 83=59% NO

24. HAS THE ESAA STAFF SUPPORT TEAM PROVIDED SERVICES IN THE AREA OF STRESS MANAGEMENT AND HUMAN RELATIONS TRAINING TO YOU AS AN INDIVIDUAL?
N=153

29=19% YES 124=81% NO

25. IF YOU HAVE PARTICIPATED IN DESEGREGATION-RELATED INSERVICE PROGRAMS, PLEASE LIST ANY GOOD FEATURES YOU THINK ARE WORTH PRESENTING FOR OTHER TEACHERS:

26. ARE YOU NOW DOING DIFFERENT THINGS IN INSTRUCTION THAN YOU DID LAST YEAR (THE FIRST YEAR OF DESEGREGATION)?
N=172

YES, VERY MANY	YES, SOME	YES, VERY FEW	NO	EXAMPLES:
11=6%	66=38%	16=9%	79=46%	

2

Secondary ④

27. ARE YOU NOW DOING DIFFERENT THINGS TO IMPROVE INTERETHNIC RELATIONS THAN YOU DID LAST YEAR (THE FIRST YEAR OF DESEGREGATION)?
N=178

YES, VERY MANY	YES, SOME	YES, VERY FEW	NO	EXAMPLES:
5=3%	35=20%	19=11%	119=67%	

---

28. WHAT IS YOUR LARGEST REMAINING PROBLEM RELATED TO DESEGREGATION?

---

29. THE MOST IMPORTANT THING THAT THE OFFICE OF STAFF PERSONNEL COULD DO TO IMPROVE ITS SERVICES TO THE DISTRICT WOULD BE TO:

---

30. THE MOST IMPORTANT THING THAT THE OFFICE OF RESEARCH AND EVALUATION COULD DO TO IMPROVE ITS SERVICES TO THE DISTRICT WOULD BE TO:

---

31. IF YOU HAD TO CHOOSE RIGHT NOW WHAT YOU WANTED TO DO NEXT YEAR, WHICH OPTION LISTED BELOW WOULD YOU CHOOSE? ASSUME ALL ARE AVAILABLE WITH NO CHANGE IN SALARY.
N=167

1. 89=53% STAY IN THIS SCHOOL AND THIS ASSIGNMENT
2. 20=12% STAY IN THIS SCHOOL WITH A DIFFERENT TEACHING ASSIGNMENT
3. 5=3% TRANSFER TO ANOTHER SCHOOL IN AISD (TEACHING)
4. 6=4% MOVE INTO AN AISD CAMPUS ADMINISTRATION JOB
5. 8=5% MOVE INTO AN AISD CENTRAL ADMINISTRATION JOB
6. 2=1% WORK IN A SUPPORT ROLE (E.G., VISITING TEACHER)
7. 4=2% TEACH IN ANOTHER DISTRICT
8. 1=1% MOVE TO ANOTHER DISTRICT AS AN ADMINISTRATOR
9. 3=2% TEACH IN A PRIVATE SCHOOL
10. 10=6% TAKE A YEAR OFF FROM TEACHING
11. 19=11% GET A JOB OUTSIDE OF EDUCATION

---

32. IF YOU WOULD NOT CHOOSE TO STAY IN THIS SCHOOL AND THIS ASSIGNMENT NEXT YEAR, WOULD DESEGREGATION BE A FACTOR IN YOUR DECISION?
N=148

1. 12=8% A LARGE FACTOR
2. 11=7% A SLIGHT FACTOR
3. 125=84% NO FACTOR

~~31. IF YOU HAD TO CHOOSE RIGHT NOW WHAT YOU WANTED TO DO NEXT YEAR, WHICH OPTION LISTED BELOW WOULD YOU CHOOSE? ASSUME ALL ARE AVAILABLE WITH NO CHANGE IN SALARY.~~

~~1. _____ STAY IN THIS SCHOOL AND THIS ASSIGNMENT~~
~~2. _____ STAY IN THIS SCHOOL WITH A DIFFERENT TEACHING ASSIGNMENT~~
~~3. _____ TRANSFER TO ANOTHER SCHOOL IN AISD (TEACHING)~~
~~4. _____ MOVE INTO AN AISD CAMPUS ADMINISTRATION JOB~~
~~5. _____ MOVE INTO AN AISD CENTRAL ADMINISTRATION JOB~~
~~6. _____ WORK IN A SUPPORT ROLE (E.G., VISITING TEACHER)~~
~~7. _____ TEACH IN ANOTHER DISTRICT~~
~~8. _____ MOVE TO ANOTHER DISTRICT AS AN ADMINISTRATOR~~
~~9. _____ TEACH IN A PRIVATE SCHOOL~~
~~10. _____ TAKE A YEAR OFF FROM TEACHING~~
~~11. _____ GET A JOB OUTSIDE OF EDUCATION~~

2 Secondary ⑤

32. IF YOU WOULD NOT CHOOSE TO STAY IN THIS SCHOOL AND THIS ASSIGNMENT NEXT YEAR, WOULD DESEGREGATION BE A FACTOR IN YOUR DECISION?

1. ______ A LARGE FACTOR
2. ______ A SLIGHT FACTOR
3. ______ NO FACTOR

33. A. ARE YOU SPANISH-ENGLISH BILINGUAL? YES NO

B. IN WHAT FORMAT DO YOU PREFER INSERVICE TRAINING?

LECTURES	SMALL GROUP DISCUSSIONS	WORKSHOPS	"HANDS ON" SIMULATION	OTHER ______________

C. AT THE LEFT OF THE LIST BELOW, RANK THE IMPORTANCE (1= MOST IMPORTANT, 2= NEXT MOST IMPORTANT, ETC.) TO YOU OF EACH TRAINING AREA. THEN, TO THE RIGHT OF THE LIST, CIRCLE THE NUMBER THAT REFLECTS THE LEVEL OF YOUR INTEREST IN RECEIVING TRAINING.

RANK		GREAT INTEREST	SOME INTEREST	LITTLE INTEREST	NO INTEREST
____	1. CLASSROOM MANAGEMENT WITH HETEROGENEOUS GROUPS.	4	3	2	1
____	2. FEDERAL, STATE, AND LOCAL RULES AND REGULATIONS ON BILINGUAL EDUCATION	4	3	2	1
____	3. TEACHING ETHNIC AWARENESS	4	3	2	1
____	4. PARENT INVOLVEMENT	4	3	2	1
____	5. LANGUAGE OF INSTRUCTION FOR VARIOUS PROFICIENCY LEVELS	4	3	2	1
____	6. DESIGNING "AT-HOME" INSTRUCTIONAL ACTIVITIES FOR PARENTS	4	3	2	1
____	7. ENGLISH-AS-A-SECOND-LANGUAGE TEACHING TECHNIQUES	4	3	2	1
____	8. PROCEDURES FOR LEP IDENTIFICATION AND EXIT	4	3	2	1
____	9. TEACHING TECHNIQUES TO USE WITH RETAINEES	4	3	2	1
____	10. TEACHING TECHNIQUES TO USE WITH LOW ACHIEVERS	4	3	2	1

PLEASE USE THE SCALE BELOW TO RATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS:

5 = STRONGLY AGREE
4 = AGREE
3 = NEUTRAL
2 = DISAGREE
1 = STRONGLY DISAGREE
0 = NOT APPLICABLE

							COMMENTS:
34. THE LENGTH OF INSTRUCTIONAL TIME PROVIDED TO THE MIGRANT PROGRAM STUDENTS THIS SCHOOL YEAR HAS BEEN AS MUCH AS WAS NEEDED.	5	4	3	2	1	0	

__2__ Secondary ⑥

35.	THE PROCESS USED FOR SCHEDULING MIGRANT PROGRAM STUDENTS THIS SCHOOL YEAR HAS WORKED WELL.	5	4	3	2	1	0
36.	THE COORDINATION THAT I HAVE HAD WITH THE REGULAR CLASSROOM TEACHERS THIS SCHOOL YEAR HAS BEEN WHAT WAS NEEDED.	5	4	3	2	1	0
37.	THE INSTRUCTIONAL SUPERVISION THAT I RECEIVED THIS SCHOOL YEAR HAS BEEN WHAT WAS NEEDED.	5	4	3	2	1	0
38.	THE HEALTH CARE SERVICES PROVIDED BY THE MIGRANT PROGRAM NURSE THIS SCHOOL YEAR HAVE MET THE NEEDS OF STUDENTS.	5	4	3	2	1	0
39.	THE OPERATION OF MY SCHOOL'S PARENT ADVISORY COUNCIL THIS SCHOOL YEAR HAS BEEN EFFECTIVE.	5	4	3	2	1	0
40.	THE SERVICES PROVIDED BY THE COMMUNITY REPRESENTATIVE(S) THIS SCHOOL YEAR HAVE BEEN WHAT WAS NEEDED.	5	4	3	2	1	0
41.	THE BENEFITS I HAVE RECEIVED FROM THE MSRTS (INCLUDING SIS) THIS SCHOOL YEAR WERE WORTH THE EFFORTS I PUT INTO IT.	5	4	3	2	1	0

42. FOR EACH GRADE TO WHICH YOU GAVE THE MATH RAINBOW KIT ACTIVITIES, PLEASE INDICATE THE DIFFICULTY LEVEL OF THE ACTIVITIES FOR THE AVERAGE TITLE I/MIGRANT STUDENT. USE THE SCALE BELOW FOR YOUR RATINGS.

5 = TOO HARD   4 = HARD   3 = JUST RIGHT   2 = EASY   1 = TOO EASY

GRADE	DIFFICULTY LEVEL	COMMENTS:
K	______	
1	______	
2	______	
3	______	
4	______	
5	______	
6	______	

43. AT WHAT RATE DID YOU GIVE OUT THE MATH RAINBOW KIT ACTIVITIES? PLEASE CIRCLE THE RESPONSE MOST REPRESENTATIVE OF YOUR FREQUENCY OF USE. IF YOU GAVE OUT RAINBOW KIT ACTIVITIES AT MORE THAN ONE GRADE LEVEL, PLEASE INDICATE SEPARATELY THE FREQUENCY FOR EACH GRADE, AND WRITE THE GRADE(S) BELOW THE FREQUENCY.

MORE THAN TWO ACTIVITIES PER WEEK	TWO ACTIVITIES PER WEEK	ONE ACTIVITY PER WEEK	ONE ACTIVITY EVERY TWO WEEKS	OTHER(PLEASE SPECIFY)______
				____________
______	______	______	______	______

Secondary ⑦

0

45. PLEASE USE THE SPACE BELOW TO MAKE ANY ADDITIONAL COMMENTS YOU HAVE ABOUT THE MATH RAINBOW KIT, ITS USEFULNESS, SUGGESTIONS FOR CHANGES/IMPROVEMENTS, ETC.

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49. HOW VALUABLE HAS YOUR STUDENTS' PARTICIPATION IN THE ESAA OUTDOOR LEARNING ACTIVITIES BEEN THIS YEAR?

VERY VALUABLE	VALUABLE	NOT VERY VALUABLE	WASTE OF TIME	HAVE NOT PARTICIPATED
4	3	2	1	0

50. THE LEARNING RESOURCES CENTER PROVIDES TRAINING FOR TEACHERS DURING THE REGULAR SCHOOL DAY WHILE SUBSTITUTES TAKE THEIR CLASSES. HOW HELPFUL WAS THE TRAINING YOU RECEIVED UNDER THIS RELEASE-TIME ARRANGEMENT?

N=246

VERY VALUABLE	VALUABLE	NOT VERY VALUABLE	WASTE OF TIME	HAVE NOT PARTICIPATED
8=3% 4	7=3% 3	3=1% 2	2=1% 1	226=92% 0

51. THE LEARNING RESOURCES CENTER PROVIDES TRAINING FOR FACULTIES OF SCHOOLS MOST AFFECTED BY DESEGREGATION. HOW HELPFUL WAS THE TRAINING YOU RECEIVED FROM THE RESOURCE CENTER?

N=254

VERY VALUABLE	VALUABLE	NOT VERY VALUABLE	WASTE OF TIME	HAVE NOT PARTICIPATED
3=1% 4	27=11% 3	30=12% 2	15=6% 1	179=70% 0

52. A. ARE YOU SPANISH-ENGLISH BILINGUAL? YES NO

B. DO YOU TEACH LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS IN YOUR CLASSES? YES NO

C. HOW MANY LEP STUDENTS DO YOU TEACH IN YOUR CLASSES? ______

53. IF YOU TEACH LEP STUDENTS, HOW DIFFICULT IS IT TO MEET THEIR SPECIAL LANGUAGE NEEDS?

EASY	SOMEWHAT DIFFICULT	DIFFICULT	IMPOSSIBLE

54. IF MEETING THE NEEDS OF LEP STUDENTS IN YOUR CLASSES IS DIFFICULT OR IMPOSSIBLE, HOW COULD THIS SITUATION BE IMPROVED? ______________________

55. ARE THERE ANY AREAS IN WHICH YOU COULD HELP OTHER TEACHERS IMPROVE INSTRUCTION OF LEP STUDENTS? YES NO

56. IN WHICH AREAS COULD YOU HELP OTHER TEACHERS IMPROVE INSTRUCTION OF LEP STUDENTS? ______________________

57. IF YOU TEACH ANY LEP STUDENTS, TO WHAT EXTENT IS THERE NEED FOR IDENTIFICATION/DEMONSTRATION OF "EXEMPLARY" MATERIALS IN THE FOLLOWING AREAS:

	GREAT NEED	MODERATE NEED	LITTLE NEED	NO NEED
A. DIAGNOSTIC/PRESCRIPTIVE TESTS FOR PLACEMENT IN ENGLISH INSTRUCTION	___	___	___	___

Secondary ⑧

2 B.	DIAGNOSTIC/PRESCRIPTIVE TESTS FOR PLACEMENT IN SPANISH INSTRUCTION	____	____	____	____
C.	SPANISH LANGUAGE MATH INSTRUCTION	____	____	____	____
D.	SPANISH LANGUAGE SCIENCE INSTRUCTION	____	____	____	____
E.	SPANISH LANGUAGE SOCIAL STUDIES INSTRUCTION	____	____	____	____
F.	INSTRUCTION IN SPANISH LANGUAGE	____	____	____	____
G.	INSTRUCTION IN SPANISH READING	____	____	____	____
H.	OTHER SPANISH LANGUAGE INSTRUCTION (SPECIFY):____________	____	____	____	____
I.	ENGLISH LANGUAGE MATH INSTRUCTION (LOW VOCABULARY/HIGH INTEREST)	____	____	____	____
J.	ENGLISH LANGUAGE SCIENCE INSTRUCTION (LOW VOCABULARY/HIGH INTEREST)	____	____	____	____
K.	ENGLISH LANGUAGE SOCIAL STUDIES INSTRUCTION (LOW VOCABULARY/HIGH INTEREST)	____	____	____	____
L.	OTHER ENGLISH LANGUAGE INSTRUCTION (SPECIFY):____________	____	____	____	____
M.	ENGLISH AS A SECOND LANGUAGE (ESL) INSTRUCTION	____	____	____	____
N.	SPANISH AS A SECOND LANGUAGE (SSL) INSTRUCTION	____	____	____	____

59. IN GENERAL, DO YOU BELIEVE THAT THE SEMESTER SYSTEM IS AN IMPROVEMENT OVER THE QUARTER SYSTEM?

N=270

YES, AN 186=69% IMPROVEMENT	NOTICE LITTLE 36=13% REAL CHANGE	NO, NOT 25=9% AS GOOD	23=8% UNDECIDED

597

81.24

Systemwide Evaluation

Appendix I

ADMINISTRATOR SURVEY

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Instrument Description: Administrator Survey

Brief description of the instrument:

The "Questions for Administrators" survey included 23 questions. Some questions were identical to those on the "Questions for Teachers" survey to allow comparisons of responses. Others were unique to the administrator survey. Topics covered included accreditation, desegregation, personnel, achievement, and quality of education.

To whom was the instrument administered?

A random sample of about 50% of the District's administrators (n=155) was surveyed. This included administrators not surveyed last year (approximately 45% of present administrators) plus 50% of the administrators new to the District this year.

How many times was the instrument administered?

Once. A second survey and reminder memorandum were sent out in an attempt to increase the return rate.

When was the instrument administered?

The survey was sent through the school mail on March 1. A second copy was sent to those who had not yet returned the survey on March 12.

Where was the instrument administered?

Through the school mail to administrators' school or building addresses.

Who administered the instrument?

Self-administered.

What training did the administrators have?

N/A.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

None that are known.

Who developed the instrument?

Office of Research and Evaluation staff.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

Responses for some questions are available from last year's survey. Some item responses can also be compared to those of teachers on their survey.

ADMINISTRATOR SURVEY

Purpose

The "Questions for Administrators" survey was designed to collect information from AISD administrators on issues of concern districtwide and to specific projects. Specific evaluation questions addressed are listed in the Results section of this appendix. Major areas addressed by the survey include: achievement, retention, information dissemination, staff development, personnel evaluation, desegregation, and coordination.

Procedure

Instrument. The "Questions for Administrators" survey was developed by Office of Research and Evaluation staff during the winter and early spring of the 1981-82 school year. Input for potential questions was solicited from each ORE project evaluation staff and from key instructional personnel (Attachment I-1). Some (4) questions from last year's survey were repeated; others (19) were new this year. The 1981-82 "Questions for Administrators" survey is shown in Attachment I-2.

Sample. During 1981-82, a random sample of 50% of the AISD staff classified as administrators (Code A) by Personnel was drawn. All administrators were eligible except a few whose involvement in the issues covered by the survey was considered limited (Associate Superintendent for Operations, Director of Finance, Director of Central Services, Supervisor of Food Service, Assistant Supervisor of Food Service, Purchasing Agent, Director of School Plant, Supervisor of Maintenance and Operations, Chief of Security, Director of Energy Management, and Director of Pupil Transportation). In order to minimize the time required of individual staff members, those surveyed last year were not included in this year's sample. Last year's sample file was matched with this year's Employee Master File. Those surveyed last year were eliminated from this year's sample, which left a sample of 50% of those in the District last year as administrators and 100% of the new District administrators. New administrators were identified with the help of Personnel. Then 50% of the new administrators were chosen randomly to be surveyed. This procedure resulted in a sample of 155 of the District's administrators for 1981-82.

Implementation. The "Questions for Administrators" surveys were sent out March 2 through the school mail. Administrators were asked to complete the survey and return it through the school mail. An identification number was printed on each questionnaire so they could be checked in as returned. Even-numbered surveys had no lines provided to respond to open-ended questions 21-23. Odd-numbered surveys had two lines printed for each. This was to enable ORE staff to check and see if response rates varied depending on whether lines were provided or not. Those who had not yet returned surveys were sent a reminder on March 12 along with an extra questionnaire (Attachment I-3). A total of 131 questionnaires were returned, representing a return rate of 85%.

Data Analysis. The data were analyzed on the IBM370 computer housed at AISD. The number and percent of respondents answering each question in various ways was calculated. Responses were analyzed for the total group, elementary school administrators, secondary school administrators, and central administrators. Special education and bilingual administrators' responses were analyzed separately for the question concerning coordination of regular and special instructional programs (item 2).

Results

Sample. The final sample included 131 of the 155 questionnaires originally distributed. The return rate of 84.5% is fairly representative of AISD administrators, although secondary administrators did not respond quite as frequently as the other groups. The final sample sizes by analysis group are shown in Figure I-1. Special education and bilingual administrators' responses were analyzed separately only for question two regarding coordination of instructional services.

GROUP	NUMBER SENT	NUMBER RETURNED	PERCENTAGE RETURNED
Total Group	155	131	84.5%
Elementary	33	30	90.9%
Secondary	53	33	62.3%
Central	69	68	98.6%
Special Education	6	5	83.3%
Bilingual	6	6	100.0%

Figure I-1. ADMINISTRATIVE SURVEY RETURN RATES BY GROUP. Special education and bilingual administrators also counted in appropriate elementary, secondary, or central totals.

Responses. All of the responses for the groups surveyed (total group, elementary, secondary and central administration) are shown on surveys in Attachment I-4. This section will present information relevant to the evaluation questions and highlight other key findings by topic area.

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Throughout this section, results are divided into elementary, secondary, and central administrator responses. Results from the "Questions for Teachers" survey for 1982 are also shown for shared questions (Appendix H shows the complete teacher survey results). If the questions also appeared on last year's survey, the responses for teachers and/or administrators are also shown for comparison. It should be noted that the "neutral" response did not appear on last year's surveys so the results may not be directly comparable.

Low SES and Minority Student Achievement Decision Question 1:

Based on the data from the 1981-82 school year, should the third year of the five-year priorities plan for improvement of the achievement of low socioeconomic status and minority students be implemented as planned?

Evaluation Question D1-7: Do staff perceive low SES and minority student achievement to be improving as a result of the emphasis in this area?

Forty-three percent of the administrators felt the emphasis on low SES and minority student performance had been effective, while 31% were neutral on the subject, eight percent did not know and 19% felt it had not been effective. Over half of last year's administrators felt that the emphasis had improved the performance of low SES and minority students.

Of the teachers responding, only 34% agreed that the emphasis on low SES and minority student achievement had been effective in causing improvement. This year's positive response is somewhat higher than last year's positive response (29%). This year, 23% of the teachers disagreed with the statement, 29% were neutral and 14% did not know whether the emphasis in this area really made a difference.

Question 3: The District's emphasis on the improved academic performance of low socioeconomic status and minority students has been effective in increasing the performance level of these students.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators (1982)	1	42	31	16	3	8
Elementary	0	38	38	7	10	7
Secondary	0	42	30	24	0	3
Central	2	43	28	16	2	10
All Administrators (1981)	1	54	-	14	1	30
All Teachers (1982)	3	31	29	16	7	14
All Teachers (1981)	2	27	-	20	3	48

Figure I-2: ADMINISTRATOR AND TEACHER RESPONSES ON LOW SES AND MINORITY STUDENT PERFORMANCE.

Accreditation Decision Question 1: Has the Austin Independent School District made progress towards meeting its five-year goals as set forth in the Accreditation Plan? Has the District met its objectives for the second year (1981-82)? Should AISD modify the five-year plan as it is specified for 1982-83?

Evaluation Question D1-5: Do AISD personnel feel that improvements have been made in the coordination of special education, bilingual education, and "regular" education during 1981-82?

Question 2: There is adequate coordination among special education, bilingual education, and "regular" education.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators (1982)	0	20	19	45	9	9
Secondary	0	19	23	36	13	10
Elementary	0	24	31	35	3	7
Central	0	18	12	54	7	9
Regular Education	0	20	19	45	8	9
Special Education (N=5)	0	20	20	60	0	0
Bilingual Education (N=6)	0	0	17	33	33	17
All Administrators (1981)	0	9	-	53	27	11
All Teachers (1982)	5	25	20	24	14	13
All Teachers (1981)	3	27	-	33	12	25

Figure I-3. ADMINISTRATOR AND TEACHER RESPONSES ON INSTRUCTIONAL COORDINATION.

This figure shows that:

- Only 20% of the 1982 administrators surveyed agreed that coordination was adequate among special education, bilingual education, and "regular" education. Over half (54%) felt coordination was not adequate, and 28% were neutral or did not know.

- These results are more positive than last year. In 1981, only 9% of the administrators felt coordination was adequate, 11% did not know, and 80% said coordination was inadequate.
- The responses of bilingual administrators were slightly more positive this year than last (based on small samples of 5-7 per group each year). Last year, all bilingual administrators felt coordination was inadequate; this year 34% were neutral or answered "don't know." Among special education administrators, responses changed very little. Last year, two administrators felt coordination was adequate (29%); this year, one (20%) said coordination was adequate and another (20%) was neutral.
- About 30% of the teachers agreed that coordination was adequate during 1981-82 compared to 20% of the administrators.

The remainder of the questions on the survey do not deal with specific evaluation questions, and will be discussed by topic area.

Accreditation:

Question 12: The present school goal-setting process is effective in improving AISD.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	4	49	24	15	2	7
Elementary	3	53	23	17	0	3
Secondary	3	53	22	19	0	3
Central	4	43	27	13	3	10

Over half of all administrators felt that the goal-setting process is effective in improving AISD. Of the three groups of administrators, central administrators agreed slightly less often than elementary and secondary administrators. Only 17% of all administrators said that the goal-setting process is ineffective.

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Question 21: The best way to improve the present school-wide goal-setting process might be to:

1.	Get more input from everyone involved, principals, administrators, families, teachers, coordinators, students, faculties	22
2.	Work on the nature of the goals (the number and type)	13
3.	Provide more training in goal setting	15
4.	Change frequency of goal setting	3
5.	Include more evaluation and followup	10
6.	Keep the process the same--it's fine now	4
7.	General	12
	Total Suggestions	79
	Surveys with No Response	58

Figure I-4. ADMINISTRATOR RESPONSES CONCERNING GOAL-SETTING PROCESS.

The most common suggestion was to get more input from a variety of groups on the goals. More training for the principals on the nature of the process, nature of the goals, and on setting goals specifically was also suggested quite often. It was also suggested that the number of goals be limited, that goals be measurable and specific, and that certain types of goals be concentrated on. Finally, a number of respondents suggested that more evaluation and followup be done to monitor the process during the year and determine whether the goals are accomplished.

A complete list of suggestions is shown in Attachment I-5.

Staff Development

Question 5a: Districtwide staff development activities have contributed to the improvement of administrator competencies.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators (1982)	2	36	28	24	5	5
Elementary	3	37	27	27	0	7
Secondary	3	31	34	28	0	3
Central	2	39	24	21	9	6
All Administrators (1981)	2	43	-	33	8	14

Question 5b: Districtwide staff development activities have contributed to the improvement of teacher competencies.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	5	34	27	21	2	12
Elementary	7	33	27	23	0	10
Secondary	3	33	33	23	0	7
Central	5	36	22	19	3	16
All Teachers	7	32	22	23	13	3

Question 5c: Districtwide staff development activities have contributed to the improvement of teachers' ability to teach language arts.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	3	26	34	14	2	20
Elementary	7	23	43	17	0	10
Secondary	0	24	35	28	0	14
Central	3	30	27	8	5	27

Figure I-5: ADMINISTRATOR RESPONSES TO QUESTIONS ON STAFF DEVELOPMENT.

Thirty-eight percent of the administrators surveyed in 1982 felt that staff development activities had contributed to the improvement of administrator competencies. Twenty-eight percent were neutral, 5% did not know, and 29% felt the activities did not improve administrator competencies.

When administrators were asked if they thought districtwide staff development activities had contributed to the improvement of teacher competencies, 39% agreed that it had, 27% were neutral, 23% disagreed, and 12% did not know. Out of the three groups, there were fewer secondary administrators agreeing with this statement. Teachers' responses were very similar to those of the administrators.

Administrators were slightly less positive and more uncertain about staff development's contribution to improving the ability of teachers to teach language arts; 29% agreed that it had helped, 16% disagreed, 20% did not know, and 34% were neutral. Secondary administrators agreed the least often with this statement.

Basic Skills Achievement

Question 1: The District's emphasis on basic skills over the past few years has been effective in increasing student performance in the basic skills areas.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	8	67	14	5	0	6
Elementary	17	70	10	0	0	3
Secondary	3	82	9	0	0	6
Central	6	58	18	10	0	8
All Administrators (1981)	8	58	-	9	1	24
All Teachers (1982)	6	57	13	9	4	11
All Teachers (1981)	4	49	-	13	3	32

Question 4: The District's emphasis on attendance has helped improve achievement in the basic skills.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	6	45	27	9	0	12
Elementary	7	39	32	4	0	18
Secondary	9	46	30	9	0	6
Central	4	47	24	12	0	13
All Teachers	9	40	20	10	3	18

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Question 15: The minimum competency requirements in math and reading have improved graduates' performance in these basic skills areas.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	2	48	21	15	0	15
Secondary	0	56	22	16	0	6
All Teachers	3	37	16	10	4	31

Figure I-6. ADMINISTRATOR AND TEACHER RESPONSES ON BASIC SKILLS ACHIEVEMENT.

Responses to these items showed that:

- Most (75%) of the administrators believed that the District's emphasis on basic skills has been effective in increasing student performance in the basic skills areas. Central administrators agreed with this statement less often than the other groups. Administrators were more positive about the effect of basic skills' emphasis this year than last.

- Teachers' views became more positive between 1981 and 1982, but they were less positive than the administrators. Of the teachers, 63% felt that the emphasis on basic skills had been effective while only 13% disagreed. In last year's survey, 53% of the teachers agreed and 16% disagreed.

- Administrators were also positive about the effect of the emphasis on attendance, but less so than about the basic skills emphasis. About half of all the administrators felt that the District's emphasis on attendance has helped improve achievement in the basic skills. Only 9% disagreed, 12% did not know, and 27% were neutral on the subject.

- Teachers responded in a similar way to administrators regarding the influence of an attendance emphasis on basic skills achievement. About half (49%) of the teachers contended that this emphasis has helped improve achievement in the basic skills and only 13% disagreed. Of the two groups of teachers, elementary teachers agreed less frequently (43%) than secondary teachers (53%).

- Half of the administrators surveyed stated that minimum competency requirements in math and reading have improved graduates' performance in these basic skills areas. Only 15% felt that the requirements did not help, with the rest replying that they were neutral (21%) or unsure (15%).

- Of the teachers responding to the questionnaire, 40% agreed that competency requirements have been effective in improving graduates' performance. Only 14% disagreed with this statement, with 16% responding neutrally and 31% saying they did not know. Thus, teachers were more unsure and less positive about the effects of the requirements compared to administrators.

Retention/Promotion

Question 13: The new retention/promotion policy is more helpful to principals in making retention decisions than the old policy.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	20	57	14	4	0	5
Elementary	24	59	14	3	0	0
Central	16	60	16	0	0	8

Question 46 (Teacher Survey): The new retention/promotion policy is more helpful to teachers in making retention recommendations than the old policy.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Teachers	25	49	11	4	3	9

Question 14: Teachers are adequately prepared to foster learning in students who have been retained in a grade.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	7	15	27	36	6	9
Elementary	11	26	26	26	4	7
Central	4	4	31	50	8	4
All teachers	11	39	20	20	4	6

Figure I-7. TEACHER AND ADMINISTRATOR RESPONSES ON RETENTION.

Most administrators (77%) agreed that the new retention/promotion policy is more helpful to principals in making retention decisions than the old policy. Most teachers also feel the new policy helps them in making retention recommendations.

Administrators and teachers were not as positive about teachers' preparation to foster the learning of retainees. Only 22% of the administrators felt teachers were prepared for this adequately. Teachers were somewhat more positive--50% felt teachers were adequately prepared for this challenge.

Personnel

Question 20: On a scale of 1-5, how would you rate the new Administrator Evaluation system?

GROUP	VERY INADEQUATE %	GENERALLY INADEQUATE %	ADEQUATE %	GENERALLY ADEQUATE %	VERY ADEQUATE %
All Administrators	4	19	52	20	5
Elementary	3	31	48	10	7
Secondary	6	13	59	16	6
Central	3	16	50	27	3

Figure I-8. ADMINISTRATOR OPINIONS ON NEW EVALUATION SYSTEM.

When asked in March, most administrators (77%) rated the new Administrator Evaluation system adequate. At this point in time, administrators knew how the new system was set up but had probably not been evaluated with it. Of the three levels of administrators, more elementary administrators (34%) said the system was inadequate than secondary (19%) and central administrators (19%).

Question 6: The Office of Staff Personnel is effective in carrying out its assigned duties.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	4	38	25	18	6	9
Elementary	7	41	31	14	0	7
Secondary	0	52	23	16	7	3
Central	5	29	26	20	9	12
All Teachers	4	30	31	9	4	22

Figure I-9. OPINIONS ON PERSONNEL OFFICE EFFECTIVENESS.

Slightly less than half of all administrators agreed with this statement. Of the three groups of administrators, central administrators (34%) agreed less frequently that the Office of Staff Personnel is effective in carrying out its assigned duties. One fourth of all administrators were neutral.

Teachers were more uncertain than administrators about the effectiveness of the personnel office. Fewer teachers agreed that personnel was effective, but more replied that they did not know if the office was effective.

Question 23. The most important thing that the Office of Staff Personnel could do to improve its services to the District would be to:

1.	Hire more teachers and administrators of certain types (minority, special education, bilingual, math, science, full time).	11
2.	Hire better quality teachers through improved screening and quicker placement.	7
3.	Keep teachers in their primary area of certification.	3
4.	Let other AISD staff have more say in hiring.	12
5.	Assist in firing incompetent personnel.	3
6.	Streamline and improve office procedures and operations.	17
7.	Provide organized staff development to improve competencies.	9
8.	Complete administrative evaluation system and improve implementation of teacher evaluation system.	4
9.	Communicate better about activities, events, and services available.	5
10.	Be professional, courteous, helpful, ready to listen, pleasant, etc. with those they come in contact.	9
11.	Be objective, consistent, and straightforward on communications.	3
12.	Improve staffing in personnel.	5
13.	Continue to do a good job.	6
	Total Suggestions	94
	Surveys with No Response	50

Figure I-10. ADMINISTRATOR SUGGESTIONS FOR PERSONNEL OFFICE IMPROVEMENTS.

The highest number of suggestions were made about various facets of hiring. A number of suggestions were also made about ways to improve the operations of the personnel office and the interpersonal skills of its staff. Complete comments were forwarded to the Executive Director of Personnel and are also on file with the original for this report.

Dissemination

Question 9: The Messenger is effective in communicating AISD activities to District employees and the community.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	12	62	16	5	2	3
Elementary	10	67	13	0	3	7
Secondary	13	56	28	3	0	0
Central	13	63	12	7	2	3
All Teachers	7	49	29	6	4	5

Question 10: The Messenger's article formats are appealing.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	12	58	24	5	2	1
Elementary	0	80	13	3	3	0
Secondary	6	53	31	6	3	0
Central	19	50	25	4	0	2
All Teachers	6	37	39	8	5	6
Elementary	7	46	32	6	3	5
Secondary	5	32	42	10	6	6

Figure I-11. OPINIONS ABOUT THE MESSENGER.

Overall, 74% of the administrators stated that the Messenger is effective in communicating AISD activities to District employees and the community. The teachers were a little less positive; only 55% felt that it was effective. Twenty-nine percent of the teachers were neutral in their responses while only 16% of the administrators were neutral.

It seems that more administrators (70%) feel that the Messenger's article formats are appealing as compared to teachers (43%). Over a third of the teachers responded neutrally while only about a fourth of the Administrators responded that way.

Question 11: The Forming the Future Project is a good way to inform the public about District goals, trends, and achievements.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	19	58	13	6	2	2
Elementary	30	43	17	3	3	3
Secondary	9	67	12	6	3	3
Central	16	61	12	8	2	2
All Teachers	16	40	24	4	1	16

Figure I-12. OPINIONS ON FORMING THE FUTURE PROJECT.

Most administrators (77%) responded that the Forming the Future Project is a good way to inform the public about District goals, needs, and achievements. There was no strong disagreement on this statement.

Of the teachers surveyed, 56% agreed that Forming the Future was a good dissemination tool. More teachers (16%) than administrators (2%) said they "did not know" whether the project was effective.

Desegregation

Question 7: Students are as well or better adjusted to desegregation this year than they were last year.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	12 (13)*	57 (64)	16 (18)	2 (2)	2 (2)	11
Elementary	13 (16)	43 (54)	20 (25)	3 (4)	0 (0)	20
Secondary	24 (26)	42 (45)	21 (22)	0 (0)	6 (6)	6
Central	6 (7)	69 (76)	12 (13)	3 (3)	2 (2)	9
All Teachers	14 (16)	53 (62)	14 (16)	3 (3)	2 (2)	14

Question 8: Desegregation problems at my school are being handled as well or better this year than they were last year (the first year of desegregation).

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW
All Administrators	15 (20)	31 (41)	23 (31)	4 (5)	3 (4)	25
Elementary	21 (26)	36 (44)	25 (30)	0 (0)	0 (0)	18
Secondary	31 (33)	34 (36)	19 (20)	3 (3)	6 (6)	6
Central	2 (3)	28 (47)	22 (37)	6 (10)	2 (3)	41
All Teachers	18 (21)	42 (49)	23 (27)	1 (1)	1 (1)	15

*The numbers in parentheses indicate the percentage of responses from administrators and teachers with an opinion.

Figure I-13. ADMINISTRATOR RESPONSES CONCERNING DESEGREGATION.

Responses to these items showed that:

- Most (69%) of the administrators reported that students are as well or better adjusted to desegregation this year. Secondary administrators agreed with this statement more often than elementary administrators.
- Less than half (46%) of all administrators agreed that desegregation problems are being handled as well or better this year than they were last year. Most of the elementary (57%) and secondary (65%) administrators agreed with this statement, while only 30% of central administrators agreed.

- Teachers completing the survey responded positively to both items. Two-thirds (67%) of the teachers agreed that students are as well or better adjusted to desegregation. Sixty percent of the teachers agreed that desegregation problems are being handled as well or better than last year, compared to 46% of the administrators agreeing with this statement.

It is interesting to note that compared with the other administrator groups, the central administrators are more positive about the adjustment of students and less positive about how well desegregation-related problems are being handled.

Question 22: What is the largest remaining problem related to desegregation?	
Assuring a high-quality education	19
Improving achievement of all students	8
Bussing and problems related to transportation	20
Stopping white flight	10
Improving attitudes and interpersonal relationships	15
Coping with declining resources (funds, teachers, etc.)	10
Improving communication/public relations	6
Increasing parent involvement	7
Reducing segregation within some classrooms/ preventing resegregation	6
Miscellaneous	6
Total Suggestions	107
Surveys with No Response	50

Figure I-14. ADMINISTRATOR RESPONSES TO OPEN-ENDED QUESTION ON DESEGREGATION PROBLEMS.

The most common responses to this open-ended question focused on assuring that all AISD students received a high-quality education and achieved at the highest possible level. Bussing and transportation problems were also mentioned quite often; some simply said bussing itself was a problem, while others were more concerned with specific problems it caused. A complete list of responses is shown in Attachment I-6.

Question 16: How much do you think the busses provided by ESAA/SCL funds to bring parents to PTA meetings, parent/teacher conferences, and other school functions have increased attendance by parents of reassigned students?

GROUP	VERY LITTLE	LITTLE	SOME	MUCH	VERY MUCH	NOT APPLICABLE
All Administrators	12 (20)*	20 (34)	18 (31)	4 (7)	6 (10)	41
Elementary	10 (19)	21 (40)	10 (19)	3 (6)	7 (13)	48
Secondary	23 (34)	19 (28)	23 (34)	0 (0)	3 (4)	32
Central	3 (5)	19 (31)	23 (38)	10 (16)	7 (11)	39

Question 19: How many reassigned students participated in extracurricular activities this year because special busses were available?

GROUP	VERY FEW	FEW	SOME	MANY	VERY MANY	NOT APPLICABLE (NO BUSSES AVAILABLE)
All Administrators	3 (4)	3 (4)	34 (49)	22 (32)	6 (9)	31
Secondary	4 (6)	4 (6)	40 (55)	16 (22)	8 (11)	28
Central	0 (0)	0 (0)	14 (25)	43 (75)	0 (0)	43

*The numbers in parentheses indicate the percentage of responses from administrators who felt the question was applicable to them.

Figure I-15. ADMINISTRATOR RESPONSES CONCERNING BUSSES PROVIDED FOR PARENTS AND EXTRACURRICULAR ACTIVITIES.

The figure shows that:

- Forty percent of the central administrators reported that they thought busses provided by ESAA/SCL funds increased attendance of parents of reassigned students to school functions at least to some extent. Only 20% of the elementary administrators and 26% of the secondary administrators believed the busses increased attendance. Thus, central administrators were most positive about the effect of the busses on attendance at these functions.

- Forty-two percent of the secondary administrators and 31% of the elementary administrators contended that the busses increased such attendance little or very little.

- Over half (62%) of all administrators reported that at least some reassigned students participated in extracurricular activities this year because special busses were available. About 28% said many or very many students participated because of bus availability. Only six percent of all administrators reported that few students participated in extracurricular activities due to the availability of busses.

- Central administrators were more positive about the value of busses for extracurricular participation than secondary administrators. However, both groups seemed to think the student busses were helpful.

Question 17: How much time and energy do conditions in your school allow your teachers to devote to teaching this year, compared to last year?

GROUP	MUCH LESS	LESS	SAME	MORE	MUCH MORE
All Administrators	0	21	45	31	2
Elementary	0	11	44	41	4
Central	0	40	47	13	0
All Teachers	7	23	49	17	4

Figure I-16. ADMINISTRATOR RESPONSES ON TIME TEACHERS SPENT TEACHING.

Seventy-six percent of the administrators reported that teachers in their schools were able to devote the same amount of time or more to teaching this year compared to last year. Again, it is interesting to note the differences between the responses of the central administrators and the other administrator groups. The central administrators report the teachers having less time and energy. The teachers' responses seem to be between those of the central and campus administrators.

Question 18: How valuable have the ESAA site monitors been to your school this year?

GROUP	A WASTE OF RESOURCES	NOT PARTICULARLY VALUABLE	VALUABLE	VERY VALUABLE	NOT APPLICABLE
All Administrators	2 (4)*	5 (9)	10 (19)	37 (69)	46
Elementary	4 (8)	7 (14)	4 (8)	36 (72)	50
Central	0	0	25 (37)	42 (63)	33

*The numbers in parentheses indicate the percentage of responses from administrators to whom the question was applicable.

Figure I-17. ADMINISTRATOR RESPONSES CONCERNING ESAA SITE MONITORS.

About half (47%) of all administrators reported that ESAA site monitors were valuable or very valuable to their schools. Forty percent of the elementary administrators rated the monitors as valuable, while 67% of the central administrators responded this way. Once again, responses to Question 18 show a strong difference of opinion between central and campus-level administrators. Central administrators viewed the site monitors as more valuable.

Effect of Lines on Response Rates

The percent of respondents answering the open-ended questions was calculated based on whether lines were provided for their answers or not. Results are shown below.

QUESTION	NO LINES #	NO LINES %	LINES #	LINES %
21. School goal setting	42	61.8	32	50.8
22. Desegregation	51	75.0	38	60.3
23. Staff personnel	48	70.6	34	54.0
Total Respondents to Survey = 131	N = 68		N = 63	

Figure I-18. RESPONSE RATES TO OPEN-ENDED QUESTIONS WITH AND WITHOUT LINES PROVIDED FOR RESPONSES.

As the figure shows, respondents were more likely to respond when no lines were printed.

617

Attachment I-1

81.24

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

October 16, 1981

TO: Persons Addressed

FROM: Freda Holley Freda

SUBJECT: Questionnaires for Teachers, Administrators

One of our goals at ORE this year is to decrease the amount of time we ask teachers and administrators to spend on non-instructional activities. With this in mind, we are this year sending our yearly teacher and administrator surveys to about 50% of each group, and including items for all of our evaluations which specify staff input.

We will be using a new computer generated form for the teacher survey so each teacher will receive a random sample of general questions, plus specific questions for particular groups (e.g., Title I, secondary, music, reassigned). Each survey form will be unique, and they will all be brief.

If you or your staff plan to gather data from teachers or administrators, we would like to include your top priority items on our surveys. This would save time for everyone. If you do have a few items you would like to add, now is the time to think about them. We are working on the surveys this month, and our absolute deadline for input is December 18. We would need a list of items, and whether they are aimed at any specific group. If so, we need a roster of the group, with social security numbers.

If you have any questions, please call me, Elaine Jackson, or Nancy Baene[illegible]

EJ:rrf

Persons Addressed:

John Ellis
David Hill
James Jeffrey
J. M. Richard
Hermelinda Rodriguez
Mauro Reyna
Leticia Contreras-Hinojosa

Lawrence Buford
Ruth MacAllister
Maud Sims
Timy Baranoff
Mike Lehr
Jetta Todaro
Lee Laws

Attachment I-2
(Page 1 of 2)

81.24

QUESTIONS FOR ADMINISTRATORS
SPRING 1982

Each year the Office of Research and Evaluation surveys AISD personnel with questions relevant to the functioning of the District overall and to specific evaluations. This year, we are sending surveys to half of the District's administrators and teachers. Your opinions on these issues will help in planning improvements for the District.

Individual responses will be kept confidential. The number on the survey will be used only to keep track of returns and code descriptive information. Please complete this form and return it through the school mail as soon as possible to: NANCY BAENEN, ADMINISTRATION BUILDING, BOX 79.

FOR THE FOLLOWING ITEMS, PLEASE CIRCLE THE NUMBER WHICH INDICATES YOUR AGREEMENT OR DISAGREEMENT WITH EACH STATEMENT.	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
1. The District's emphasis on basic skills over the past few years has been effective in increasing student performance in the basic skills areas.	5	4	3	2	1	0
2. There is adequate coordination among special education, bilingual education, and "regular" education.	5	4	3	2	1	0
3. The District's emphasis on the improved academic performance of low socio-economic status and minority students has been effective in increasing the performance level of these students.	5	4	3	2	1	0
4. The District's emphasis on attendance has helped improve achievement in the basic skills.	5	4	3	2	1	0
5. Districtwide staff development activities have contributed to the improvement of:						
a. administrator competencies	5	4	3	2	1	0
b. teacher competencies	5	4	3	2	1	0
c. teachers' ability to teach language arts.	5	4	3	2	1	0
6. The Office of Staff Personnel is effective in carrying out its assigned duties.	5	4	3	2	1	0
7. Students are as well or better adjusted to desegregation this year than they were last year.	5	4	3	2	1	0
8. Desegregation problems at my school are being handled as well or better this year than they were last year (the first year of desegregation).	5	4	3	2	1	0
9. The Messenger is effective in communicating AISD activities to District employees and the community.	5	4	3	2	1	0
10. The Messenger's article formats are appealing.	5	4	3	2	1	0
11. The Forming the Future Project is a good way to inform the public about District goals, needs, and achievements.	5	4	3	2	1	0
12. The present school goal-setting process is effective in improving AISD.	5	4	3	2	1	0
FOR ELEMENTARY ADMINISTRATORS ONLY: 13. The new retention/promotion policy is more helpful to principals in making retention decisions than the old policy.	5	4	3	2	1	0
FOR ELEMENTARY ADMINISTRATORS ONLY: 14. Teachers are adequately prepared to foster learning in students who have been retained in a grade.	5	4	3	2	1	0
FOR SECONDARY ADMINISTRATORS ONLY: 15. The minimum competency requirements in math and reading have improved graduates' performance in these basic skills areas.	5	4	3	2	1	0

SCHOOL ADMINISTRATORS ONLY:

16. How much do you think the busses provided by ESAA/SCL funds to bring parents to PTA meetings, parent/teacher conferences, and other school functions have increased attendance by parents of reassigned students?

Very Little	Little	Some	Much	Very Much	Not Applicable
1	2	3	4	5	6

ELEMENTARY SCHOOL ADMINISTRATORS ONLY:

17. How much time and energy do conditions in your school allow your teachers to devote to teaching this year, compared to last year?

Much Less	Less	Same	More	Much More
1	2	3	4	5

18. How valuable have the ESAA site monitors been to your school this year?

A Waste of Resources	Not Particularly Valuable	Valuable	Very Valuable	Not Applicable
1	2	3	4	5

HIGH SCHOOL ADMINISTRATORS ONLY:

19. How many reassigned students participated in extracurricular activities this year because special busses were available?

Very Few	Few	Some	Many	Very Many	Not Applicable (No busses available)
1	2	3	4	5	6

ALL ADMINISTRATORS (PLEASE GIVE YOUR OPINION):

20. On a scale of 1-5, how would you rate the new Administrator Evaluation system?

Very Inadequate	Generally Inadequate	Adequate	Generally Adequate	Very Adequate
1	2	3	4	5

21. The best way to improve the present school-wide goal-setting process might be to:

22. What is the largest remaining problem related to desegregation?

23. The most important thing that the Office of Staff Personnel could do to improve its services to the District would be to:

Send to:

CAMPUS MAIL

Nancy Baenen
Administration Building
Box 79

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 8, 1982

TO: Selected Administrators

Nancy Baenen

FROM: Nancy Baenen

SUBJECT: Administrator Survey

Help! We really would like to have your opinions about the issues addressed in the Administrator Survey. The form only takes a few minutes to complete and responses are confidential. So hurry! Please send in your form by March 31.

Thank you. If you have just sent in your Administrator Survey, please disregard this memo.

NB:rrf

Approved: Freda Holley
Director, Office of Research and Evaluation

Approved: Ruth MacAllister
Ruth MacAllister, Assistant Superintendent for Elementary

Approved: H. David Hill
David Hill, Acting Assistant Superintendent for Secondary

81.24

QUESTIONS FOR ADMINISTRATORS
SPRING 1982

Attachment I-4
(Page 1 of 8)

Each year the Office of Research and Evaluation surveys AISD personnel with questions relevant to the functioning of the District overall and to specific evaluations. This year, we are sending surveys to half of the District's administrators and teachers. Your opinions on these issues will help in planning improvements for the District.

Individual responses will be kept confidential. The number on the survey will be used only to keep track of returns and code descriptive information. Please complete this form and return it through the school mail as soon as possible to: NANCY BAENEN, ADMINISTRATION BUILDING, BOX 79.

FOR THE FOLLOWING ITEMS, PLEASE CIRCLE THE NUMBER WHICH INDICATES YOUR AGREEMENT OR DISAGREEMENT WITH EACH STATEMENT. All Administrators N=131	STRONGLY AGREE 5	AGREE 4	NEUTRAL 3	DISAGREE 2	STRONGLY DISAGREE 1	DON'T KNOW 0
	%	%	%	%	%	%
1. The District's emphasis on basic skills over the past few years has been effective in increasing student performance in the basic skills areas. N=130	7.7	66.9	13.8	5.4	0.0	6.2
2. There is adequate coordination among special education, bilingual education, and "regular" education. N=128	0.0	19.5	18.8	44.5	8.6	8.6
3. The District's emphasis on the improved academic performance of low socio-economic status and minority students has been effective in increasing the performance level of these students. N=130	0.8	41.5	30.8	16.2	3.1	7.7
4. The District's emphasis on attendance has helped improve achievement in the basic skills. N=129	6.2	45.0	27.1	9.3	0.0	12.4
5. Districtwide staff development activities have contributed to the improvement of:						
a. administrator competencies N=129	2.3	35.1	27.9	24.0	4.7	5.4
b. teacher competencies N=124	4.8	33.9	26.6	21.0	1.6	12.1
c. teachers' ability to teach language arts. N=125	3.2	26.4	33.6	14.4	2.4	20.0
6. The Office of Staff Personnel is effective in carrying out its assigned duties. N=126	4.0	38.1	25.4	17.5	6.3	8.7
7. Students are as well or better adjusted to desegregation this year than they were last year. N=131	12.2	56.5	16.0	2.3	2.3	10.7
8. Desegregation problems at my school are being handled as well or better this year than they were last year (the first year of desegregation). N=114	14.9	30.7	22.8	3.5	2.6	25.4
9. The Messenger is effective in communicating AISD activities to District employees and the community. N=130	12.3	62.3	16.2	4.6	1.5	3.1
10. The Messenger's article formats are appealing. N=130	11.5	57.7	23.8	4.6	1.5	0.8
11. The Forming the Future Project is a good way to inform the public about District goals, needs, and achievements. N=130	18.5	57.7	13.1	6.2	2.3	2.3
12. The present school goal-setting process is effective in improving AISD. N=130	3.8	48.5	23.8	15.4	1.5	6.9
FOR ELEMENTARY ADMINISTRATORS ONLY: 13. The new retention/promotion policy is more helpful to principals in making retention decisions than the old policy. N=56	19.6	57.1	14.3	3.6	0.0	5.4
FOR ELEMENTARY ADMINISTRATORS ONLY: 14. Teachers are adequately prepared to foster learning in students who have been retained in a grade. N=55	7.3	14.5	27.3	36.4	5.5	9.1
FOR SECONDARY ADMINISTRATORS ONLY: 15. The minimum competency requirements in math and reading have improved graduates' performance in these basic skills areas. N=48	2.1	47.9	20.8	14.6	0.0	14.6

SCHOOL ADMINISTRATORS ONLY:

81.24

16. How much do you think the busses provided by ESAA/SCL funds to bring parents to PTA meetings, parent/teacher conferences, and other school functions have increased attendance by parents of reassigned students? N=91

Very Little	Little	Some	Much	Very Much	Not Applicable
12.1%	19.8%	17.6%	4.4%	5.5%	40.7%

ELEMENTARY SCHOOL ADMINISTRATORS ONLY:

17. How much time and energy do conditions in your school allow your teachers to devote to teaching this year, compared to last year? N=42

Much Less	Less	Same	More	Much More
0.0%	21.4%	45.2%	31.0%	2.4%

18. How valuable have the ESAA site monitors been to your school this year? N=41

A Waste of Resources	Not Particularly Valuable	Valuable	Very Valuable	Not Applicable
2.4%	4.9%	9.8%	36.6%	46.3%

HIGH SCHOOL ADMINISTRATORS ONLY:

19. How many reassigned students participated in extracurricular activities this year because special busses were available? N=32

Very Few	Few	Some	Many	Very Many	Not Applicable (No busses available)
3.1%	3.1%	34.4%	21.9%	6.3%	31.3%

ALL ADMINISTRATORS (PLEASE GIVE YOUR OPINION):

20. On a scale of 1-5, how would you rate the new Administrator Evaluation system? N=123

Very Inadequate	Generally Inadequate	Adequate	Generally Adequate	Very Adequate
4.1%	18.7%	52.0%	20.3%	4.9%

21. The best way to improve the present school-wide goal-setting process might be to:

22. What is the largest remaining problem related to desegregation?

23. The most important thing that the Office of Staff Personnel could do to improve its services to the District would be to:

All Administrators

Send to:

Nancy Baenen
Administration Building
Box 79

CAMPUS MAIL

623

81.24

QUESTIONS FOR ADMINISTRATORS
SPRING 1982

Each year the Office of Research and Evaluation surveys AISD personnel with questions relevant to the functioning of the District overall and to specific evaluations. This year, we are sending surveys to half of the District's administrators and teachers. Your opinions on these issues will help in planning improvements for the District.

Individual responses will be kept confidential. The number on the survey will be used only to keep track of returns and code descriptive information. Please complete this form and return it through the school mail as soon as possible to: NANCY BAENEN, ADMINISTRATION BUILDING, BOX 79.

FOR THE FOLLOWING ITEMS, PLEASE CIRCLE THE NUMBER WHICH INDICATES YOUR AGREEMENT OR DISAGREEMENT WITH EACH STATEMENT. Elementary Administrators N = 30	STRONGLY AGREE 5	AGREE 4	NEUTRAL 3	DISAGREE 2	STRONGLY DISAGREE 1	DON'T KNOW 0
	%	%	%	%	%	%
1. The District's emphasis on basic skills over the past few years has been effective in increasing student performance in the basic skills areas. N = 30	16.7	70.0	10.0	0.0	0.0	3.3
2. There is adequate coordination among special education, bilingual education, and "regular" education. N = 29	0.0	24.1	31.0	34.5	3.4	6.9
3. The District's emphasis on the improved academic performance of low socio-economic status and minority students has been effective in increasing the performance level of these students. N = 29	0.0	37.9	37.9	6.9	10.3	6.9
4. The District's emphasis on attendance has helped improve achievement in the basic skills. N = 28	7.1	39.3	32.1	3.6	0.0	17.9
5. Districtwide staff development activities have contributed to the improvement of:						
a. administrator competencies N = 30	3.3	36.7	26.7	26.7	0.0	6.7
b. teacher competencies N = 30	6.7	33.3	26.7	23.3	0.0	10.0
c. teachers' ability to teach language arts. N = 30	6.7	23.3	43.3	16.7	0.0	10.0
6. The Office of Staff Personnel is effective in carrying out its assigned duties. N = 29	6.9	41.4	31.0	13.8	0.0	6.9
7. Students are as well or better adjusted to desegregation this year than they were last year. N = 30	13.3	43.3	20.0	3.3	0.0	20.0
8. Desegregation problems at my school are being handled as well or better this year than they were last year (the first year of desegregation). N = 28	21.4	35.7	25.0	0.0	0.0	17.9
9. The Messenger is effective in communicating AISD activities to District employees and the community. N = 30	10.0	66.7	13.3	0.0	3.3	6.7
10. The Messenger's article formats are appealing. N = 30	0.0	80.0	13.3	3.3	3.3	0.0
11. The Forming the Future Project is a good way to inform the public about District goals, needs, and achievements. N = 30	30.0	43.3	16.7	3.3	3.3	3.3
12. The present school goal-setting process is effective in improving AISD. N = 30	3.3	53.3	23.3	16.7	0.0	3.3
FOR ELEMENTARY ADMINISTRATORS ONLY: 13. The new retention/promotion policy is more helpful to principals in making retention decisions than the old policy. N = 29	24.1	58.6	13.8	3.4	0.0	0.0
FOR ELEMENTARY ADMINISTRATORS ONLY: 14. Teachers are adequately prepared to foster learning in students who have been retained in a grade. N = 27	11.1	25.9	25.9	25.9	3.7	7.4
FOR SECONDARY ADMINISTRATORS ONLY: 15. The minimum competency requirements in math and reading have improved graduates' performance in these basic skills areas. N = 0	0.0	0.0	0.0	0.0	0.0	0.0

81.24

SCHOOL ADMINISTRATORS ONLY:

16. How much do you think the busses provided by ESAA/SCL funds to bring parents to PTA meetings, parent/teacher conferences, and other school functions have increased attendance by parents of reassigned students? N·29

Very Little	Little	Some	Much	Very Much	Not Applicable
10.3%	20.7%	10.3%	3.4%	6.9%	48.3%

ELEMENTARY SCHOOL ADMINISTRATORS ONLY:

17. How much time and energy do conditions in your school allow your teachers to devote to teaching this year, compared to last year? N=27

Much Less	Less	Same	More	Much More
0.0%	11.1%	44.4%	40.7%	3.7%

18. How valuable have the ESAA site monitors been to your school this year? N=28

A Waste of Resources	Not Particularly Valuable	Valuable	Very Valuable	Not Applicable
3.6%	7.1%	3.6%	35.7%	50.0%

HIGH SCHOOL ADMINISTRATORS ONLY:

19. How many reassigned students participated in extracurricular activities this year because special busses were available? N=0

Very Few	Few	Some	Many	Very Many	Not Applicable (No busses available)
0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

ALL ADMINISTRATORS (PLEASE GIVE YOUR OPINION):

20. On a scale of 1-5, how would you rate the new Administrator Evaluation system? N=29

Very Inadequate	Generally Inadequate	Adequate	Generally Adequate	Very Adequate
3.4%	31.0%	48.3%	10.3%	6.9%

21. The best way to improve the present school-wide goal-setting process might be to:

22. What is the largest remaining problem related to desegregation?

23. The most important thing that the Office of Staff Personnel could do to improve its services to the District would be to:

Elementary Administrators

Send to:

Nancy Baenen
Administration Building
Box 79

CAMPUS MAIL

625

81.24

QUESTIONS FOR ADMINISTRATORS
SPRING 1982

Each year the Office of Research and Evaluation surveys AISD personnel with questions relevant to the functioning of the District overall and to specific evaluations. This year, we are sending surveys to half of the District's administrators and teachers. Your opinions on these issues will help in planning improvements for the District.

Individual responses will be kept confidential. The number on the survey will be used only to keep track of returns and code descriptive information. Please complete this form and return it through the school mail as soon as possible to: NANCY BAENEN, ADMINISTRATION BUILDING, BOX 79.

FOR THE FOLLOWING ITEMS, PLEASE CIRCLE THE NUMBER WHICH INDICATES YOUR AGREEMENT OR DISAGREEMENT WITH EACH STATEMENT. N = 33 Secondary Administrators	STRONGLY AGREE 5	AGREE 4	NEUTRAL 3	DISAGREE 2	STRONGLY DISAGREE 1	DON'T KNOW 0
	%	%	%	%	%	%
1. The District's emphasis on basic skills over the past few years has been effective in increasing student performance in the basic skills areas. N = 33	3.0	81.8	9.1	0.0	0.0	6.1
2. There is adequate coordination among special education, bilingual education, and "regular" education. N = 31	0.0	19.4	22.6	35.5	12.9	9.7
3. The District's emphasis on the improved academic performance of low socio-economic status and minority students has been effective in increasing the performance level of these students. N = 33	0.0	42.4	30.3	24.2	0.0	3.0
4. The District's emphasis on attendance has helped improve achievement in the basic skills. N = 33	9.1	45.5	30.3	9.1	0.0	6.1
5. Districtwide staff development activities have contributed to the improvement of:						
a. administrator competencies N = 32	3.1	31.3	34.4	28.1	0.0	3.1
b. teacher competencies N = 30	3.3	33.3	33.3	23.3	0.0	6.7
c. teachers' ability to teach language arts. N = 29	0.0	24.1	34.5	27.6	0.0	13.8
6. The Office of Staff Personnel is effective in carrying out its assigned duties. N = 31	0.0	51.6	22.6	16.1	6.5	3.2
7. Students are as well or better adjusted to desegregation this year than they were last year. N = 33	24.2	42.4	21.2	0.0	6.1	6.1
8. Desegregation problems at my school are being handled as well or better this year than they were last year (the first year of desegregation). N = 32	31.3	34.4	18.8	3.1	6.3	6.3
9. The Messenger is effective in communicating AISD activities to District employees and the community. N = 32	12.5	56.3	28.1	3.1	0.0	0.0
10. The Messenger's article formats are appealing. N = 32	6.3	53.1	31.3	6.3	3.1	0.0
11. The Forming the Future Project is a good way to inform the public about District goals, needs, and achievements. N = 33	9.1	66.7	12.1	6.1	3.0	3.0
12. The present school goal-setting process is effective in improving AISD. N = 32	3.1	53.1	21.9	18.8	0.0	3.1
FOR ELEMENTARY ADMINISTRATORS ONLY: 13. The new retention/promotion policy is more helpful to principals in making retention decisions than the old policy. N = 1	0.0	0.0	0.0	100.0	0.0	0.0
FOR ELEMENTARY ADMINISTRATORS ONLY: 14. Teachers are adequately prepared to foster learning in students who have been retained in a grade. N = 1	0.0	0.0	0.0	0.0	0.0	100.0
FOR SECONDARY ADMINISTRATORS ONLY: 15. The minimum competency requirements in math and reading have improved graduates' performance in these basic skills areas. N = 32	0.0	56.3	21.9	15.6	0.0	6.3

81.24 SCHOOL ADMINISTRATORS ONLY:

16. How much do you think the busses provided by ESAA/SCL funds to bring parents to PTA meetings, parent/teacher conferences, and other school functions have increased attendance by parents of reassigned students? N - 31

Very Little	Little	Some	Much	Very Much	Not Applicable
22.6%	19.4%	22.6%	0.0%	3.2%	32.3%

ELEMENTARY SCHOOL ADMINISTRATORS ONLY:

17. How much time and energy do conditions in your school allow your teachers to devote to teaching this year, compared to last year? N = 0

Much Less	Less	Same	More	Much More
0.0%	0.0%	0.0%	0.0%	0.0%

18. How valuable have the ESAA site monitors been to your school this year? N = 0

A Waste of Resources	Not Particularly Valuable	Valuable	Very Valuable	Not Applicable
0.0%	0.0%	0.0%	0.0%	0.0%

HIGH SCHOOL ADMINISTRATORS ONLY:

19. How many reassigned students participated in extracurricular activities this year because special busses were available? N = 25

Very Few	Few	Some	Many	Very Many	Not Applicable (No busses available)
4.0%	4.0%	40.0%	16.0%	8.0%	28.0%

ALL ADMINISTRATORS (PLEASE GIVE YOUR OPINION):

20. On a scale of 1-5, how would you rate the new Administrator Evaluation system? N = 32

Very Inadequate	Generally Inadequate	Adequate	Generally Adequate	Very Adequate
6.3%	12.5%	59.4%	15.6%	6.3%

21. The best way to improve the present school-wide goal-setting process might be to:

22. What is the largest remaining problem related to desegregation?

23. The most important thing that the Office of Staff Personnel could do to improve its services to the District would be to:

Secondary Administrators

Send to:

Nancy Baenen
Administration Building
Box 79

CAMPUS MAIL

627

81.24

Attachment I-4
(Continued, page 7 of 8)

QUESTIONS FOR ADMINISTRATORS
SPRING 1982

Each year the Office of Research and Evaluation surveys AISD personnel with questions relevant to the functioning of the District overall and to specific evaluations. This year, we are sending surveys to half of the District's administrators and teachers. Your opinions on these issues will help in planning improvements for the District.

Individual responses will be kept confidential. The number on the survey will be used only to keep track of returns and code descriptive information. Please complete this form and return it through the school mail as soon as possible to: NANCY BAENEN, ADMINISTRATION BUILDING, BOX 79.

FOR THE FOLLOWING ITEMS, PLEASE CIRCLE THE NUMBER WHICH INDICATES YOUR AGREEMENT OR DISAGREEMENT WITH EACH STATEMENT.	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
Central Administrators N = 68	5	4	3	2	1	0
	%	%	%	%	%	%
1. The District's emphasis on basic skills over the past few years has been effective in increasing student performance in the basic skills areas. N = 67	6.0	58.2	17.9	10.4	0.0	7.5
2. There is adequate coordination among special education, bilingual education, and "regular" education. N = 68	0.0	17.6	11.8	54.4	7.4	8.8
3. The District's emphasis on the improved academic performance of low socio-economic status and minority students has been effective in increasing the performance level of these students. N = 68	1.5	42.6	27.9	16.2	1.5	10.3
4. The District's emphasis on attendance has helped improve achievement in the basic skills. N = 68	4.4	47.1	23.5	11.8	0.0	13.2
5. Districtwide staff development activities have contributed to the improvement of:						
a. administrator competencies N = 67	1.5	38.8	23.9	20.9	9.0	6.0
b. teacher competencies N = 64	4.7	35.9	21.9	18.8	3.1	15.6
c. teachers' ability to teach language arts. N = 66	3.0	30.3	27.3	7.6	4.5	27.3
6. The Office of Staff Personnel is effective in carrying out its assigned duties. N = 66	4.5	28.8	25.8	19.7	9.1	12.1
7. Students are as well or better adjusted to desegregation this year than they were last year. N = 68	5.9	69.1	11.8	2.9	1.5	8.8
8. Desegregation problems at my school are being handled as well or better this year than they were last year (the first year of desegregation). N = 54	1.9	27.8	22.2	5.6	1.9	40.7
9. The Messenger is effective in communicating AISD activities to District employees and the community. N = 68	13.2	63.2	11.8	7.4	1.5	2.9
10. The Messenger's article formats are appealing. N = 68	19.1	50.0	25.0	4.4	0.0	1.5
11. The Forming the Future Project is a good way to inform the public about District goals, needs, and achievements. N = 67	16.4	61.2	11.9	7.5	1.5	1.5
12. The present school goal-setting process is effective in improving AISD. N = 68	4.4	42.6	26.5	13.2	2.9	10.3
FOR ELEMENTARY ADMINISTRATORS ONLY: 13. The new retention/promotion policy is more helpful to principals in making retention decisions than the old policy. N = 25	16.0	60.0	16.0	0.0	0.0	8.0
FOR ELEMENTARY ADMINISTRATORS ONLY: 14. Teachers are adequately prepared to foster learning in students who have been retained in a grade. N = 26	3.8	3.8	30.8	50.0	7.7	3.8
FOR SECONDARY ADMINISTRATORS ONLY: 15. The minimum competency requirements in math and reading have improved graduates' performance in these basic skills areas. N = 16	6.3	31.3	18.8	12.5	0.0	31.3

SCHOOL ADMINISTRATORS ONLY:

16. How much do you think the busses provided by ESAA/SCL funds to bring parents to PTA meetings, parent/teacher conferences, and other school functions have increased attendance by parents of reassigned students? N = 31

Very Little	Little	Some	Much	Very Much	Not Applicable
3.2%	19.4%	22.6%	9.7%	6.5%	38.7%

ELEMENTARY SCHOOL ADMINISTRATORS ONLY:

17. How much time and energy do conditions in your school allow your teachers to devote to teaching this year, compared to last year? N = 15

Much Less	Less	Same	More	Much More
0.0%	40.0%	46.7%	13.3%	0.0%

18. How valuable have the ESAA site monitors been to your school this year? N = 12

A Waste of Resources	Not Particularly Valuable	Valuable	Very Valuable	Not Applicable
0.0%	0.0%	25.0%	41.7%	33.3%

HIGH SCHOOL ADMINISTRATORS ONLY:

19. How many reassigned students participated in extracurricular activities this year because special busses were available? N = 7

Very Few	Few	Some	Many	Very Many	Not Applicable (No busses available)
0.0%	0.0%	14.3%	42.9%	0.0%	42.9%

ALL ADMINISTRATORS (PLEASE GIVE YOUR OPINION):

20. On a scale of 1-5, how would you rate the new Administrator Evaluation system? N = 62

Very Inadequate	Generally Inadequate	Adequate	Generally Adequate	Very Adequate
3.2%	16.1%	50.0%	27.4%	3.2%

21. The best way to improve the present school-wide goal-setting process might be to:

____

____

22. What is the largest remaining problem related to desegregation?

____

____

23. The most important thing that the Office of Staff Personnel could do to improve its services to the District would be to:

____

____

Central Administrators

Send to:

Nancy Baenen
Administration Building
Box 79

CAMPUS MAIL

ITEM 21-- "Questions for Administrators" Survey

The best way to improve the present school-wide goal-setting process might be to:

Suggestions	Number Suggesting
GET MORE INPUT	22
1. Involve as many people as possible that are directly involved in the process.	7
2. Involve principals more.	2
3. Involve more administrators with experience in this area.	1
4. Get more input from families on what they want and set related goals.	3
5. Ask individual teachers to determine student needs.	1
6. Involve coordinators at campuses.	1
7. Involve all elements: parents, administrators, teachers, students.	1
8. Have principals work together at pre-school workshop (or end of school workshop) to establish goals that reflect District goals.	1
9. Have workshop (like 8) in August.	1
10. Have local staff development in spring or August (2 days extra) for staff planning as done two years ago.	1
11. Ask each building or division to submit their systemwide goals and have ORE summarize them into a general list as District goals (reverse present topdown process).	2
12. Identify top priority areas by involving faculties in data analysis, problem identification, and needs for training. Then make quality, in-depth development activities which really prepare teachers to implement a high-quality instructional program.	1

	Suggestions	Number Suggesting
WORK ON THE NATURE OF THE GOALS		13
1.	Insist all goals be measureable; specific; realistic.	4
2.	Develop attainable goals with appropriate staff input.	1
3.	State all goals in terms of student learning.	1
4.	Set one goal.	1
5.	Don't set too many goals.	1
6.	Submit goals for review/approval.	1
7.	Find ways of more specifically identifying problems as they exist in the schools.	1
8.	Broaden scope beyond language arts and social studies.	1
9.	Every department should have a writing goal.	1
10.	Ensure every employee knows the District philosophy following Forming the Future.	1
PROVIDE MORE TRAINING		15
1.	Provide schools with more training about: the general nature of the goals and process--how to set goals--what data to use--who should be included--relevancy of goals, etc.	5
2.	Ensure more consistency from school to school through training and supervision.	1
3.	Utilize successful principals in training principals and perhaps staff.	1
4.	Provide inservice on goal setting to specific principals in need.	1
5.	Have a panel discussion by administrators for administrators. This would provide good review on process and more effective goal setting.	1
6.	Have principals work together at workshop to establish goals reflecting District goals.	1
7.	Give a specific time to accomplish task.	1
8.	Have staff development to teach writing skills to administrators/teachers; everyone should have writing goal.	1

9.	Systematically determine top priorities with faculty input. Then make quality, in-depth development activities which really prepare teachers to implement a high quality instructional program.	1	
10.	Assess weakest areas of all students served and base goals on these.	1	
11.	AISD should offer courses in basic skills in conjunction with the University to enable staff to update skills.	1	
	CHANGE FREQUENCY OF GOAL SETTING		3
1.	Review goals periodically.	1	
2.	Change from an "every year" goal setting process to a more in-depth three-to-five-year process.	1	
3.	Allow at least two years for implementation of the goal.	1	
	INCLUDE MORE EVALUATION AND FOLLOWUP		10
1.	Monitor the process better. Utilize support teams to assist schools in meeting goals.	2	
2.	Have a mid-year followup with staff on progress towards school-wide goals.	1	
3.	Hold schools more accountable for reaching goals. Evaluate individual schools on goals set.	3	
4.	Add assistants to help evaluate the goals--burden is on teachers now.	1	
5.	Offer salary bonus to personnel of school making a certain percent gain on achievement of District/school goals (incremental, not all or nothing).	1	
6.	Assure that there is follow-up; share results with all school personnel. Insure that products of process are used and valued in an on-going planning instrument.	2	

GENERAL		12
1. Incorporate ideas from Forming the Future plus Ron Edmund's research.	1	
2. Link goals to a pragmatic system for allocation of resources such as gifted/talented, art enrichment, special services.	1	
3. Model the process with administrators who model it with staff and parents. Have teachers model process with students.	1	
4. Look at failure rate closely and try to determine the cause(s).	1	
5. Get the media (TV, radio) more involved.	1	
6. Don't know what the process is.	1	
7. Make sure that all goals have commonality across schools but still have room for uniqueness.	1	
8. Refine as needed.	2	
9. Insist process be used once it's refined. Get statements from those who've used the process effectively.	1	
10. Tie the goals to the educational process.	1	
11. To develop a mutual awareness of a need that should be addressed.	1	
DON'T CHANGE THE PROCESS		4
1. Process is fine now.	4	
TOTAL SUGGESTIONS		79
SURVEYS WITH NO RESPONSE		58

81.24

Attachment I-6
(Page 1 of 4)

Item 22 - "Questions for Administrators" Survey

What is the Largest Remaining Problem Related to Desegregation?

SUGGESTION	NUMBER SUGGESTING
THE QUALITY OF EDUCATION	19
1. The ability to maintain or achieve high quality and high academic performance for all ethnic groups.	5
2. Maintaining an attractive and appropriate curriculum with highly competent and understanding teachers.	1
3. Teachers (and schools) still don't have the expertise to deal with multi-level, multi-cultural classrooms.	8
4. Assuring parents of the quality of education.	1
5. Quit talking about desegregation and get on with the process of education.	1
6. Enabling students to seek tutorial assistance in a more feasible way. Many have to do it after school now and wait a full hour for the late bus.	1
7. Some slower achieving students, especially on the secondary level, appear not to receive extra educational assistance.	1
8. The insistence in some schools of placing low SES (or culturally different) students in special education rather than having the regular teacher meet their educational needs.	1
BUSSING	16
1. Required bussing.	10
2. The idea that it is not OK to ride the bus and that it is to blame for any problems.	1
3. Bad publicity about the bus breakdowns.	1
4. Bus safety.	1
5. Bus drivers--people hired have trouble dealing with students.	1
6. Proper control of noise level, attitude, and decor on busses.	1
7. Parents and students are still opposed to forced bussing.	1

INTERPERSONAL RELATIONS/ATTITUDES		15
1. Teacher attitudes toward students.	1	
2. Prejudiced teachers!	1	
3. Society; racism.	2	
4. Getting rid of stereotype that minority students can't achieve as well as others.	1	
5. Teachers not accepting assignments willingly--even eagerly.	1	
6. Insensitivity to minority children by teachers and administrators (especially teachers); being fair to all students.	4	
7. Attracting middle class students to east Austin K-3 schools.	1	
8. Dealing with parents/students/administrators who flagrantly ignore the desegregation order--parents who go to the extreme in lying about addresses.	2	
9. Interpersonal relationships and skills--particularly among students and some faculty. Too much concentration on cognitive rather than affective.	2	

RESOURCES		10
1. Decreases in funding.	2	
2. Continued funding to enable appropriate instruction of all ethnic groups.	1	
3. Minority staffing percentages should equal the minority student percentages.	2	
4. Desegregation--retention--fewer Title I and Special Education teachers; these combined may lead to problems.	1	
5. Inefficiency.	1	
6. Lack of adequate support personnel in paired schools.	1	
7. Providing tutorial help at times besides after school.	1	
8. The underrepresentation of Blacks in higher administration. They thus have little input into the decision-making process.	1	

WHITE FLIGHT		10
1. White flight--it is still driving many students to other school systems.	7	
2. Getting "white-flight" families to return to AISD.	1	
3. Providing adequate information to parents about the advantages of attending AISD schools; we have better teachers and more resources than other schools.	2	

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ACHIEVEMENT		8
1. Attaining high academic performance for all ethnic groups.	4	
2. Determining what changes in "the plan" need to be considered to maximally benefit minority achievement.	1	
3. Decreasing failures of underachievers through increased sensitivity to their needs.	1	
4. Raising the competency levels of minority students.	1	
5. Developing early identification methods for preparing minorities to take advantage of advanced level courses (e.g. math and science).	1	
INCREASING PARENT INVOLVEMENT		7
1. A need for more parent involvement--motivate them to participate in school sponsored activities and assume more responsibility for students' academic success (via encouragement).	4	
2. Lack of parent involvement and an adequate sense of ownership among parents of students who attend school outside their neighborhood (especially minority parents).	3	
DESEGREGATION		6
1. Desegregation of students and faculties within buildings--within classrooms.	2	
2. Designing programs to prevent resegregation (e.g. setting policy regarding changing attendance patterns in the future; watching balance over next 3-5 years closely--adjusting boundaries in a year or so if necessary).	3	
3. Doing the job instead of selling the idea.	1	
IMPROVING COMMUNICATION/PR		6
1. Providing adequate information to parents about the advantages of attending AISD schools; we have better teachers and more resources than other schools.	2	
2. Providing more PR on the positive things happening in the public schools.	1	
3. Continuing communication with parents and the community.	1	
4. Fragmentation of the school community including the difficulty of managing an effective school-community relations effort.	1	
5. The lack of information dispersal regarding building a new Kealing (Jr. High) as outlined in the Consent Decree.	1	

MISCELLANEOUS		6
1. Inability to set long-range goals.	1	
2. Construction of new facilities.	1	
3. Keeping principals in the dark until the last minute.	1	
4. Desegregation has not equalized the ethnic balance at all the schools.	1	
5. Improved attendance.	1	
6. Too few minorities participating in extra-curricular activities.	1	
TRANSPORTATION		4
1. Transportation for after-school programs at the secondary level.	1	
2. Getting students where they belong at the appropriate time.	2	
3. Distance/inconvenience.	1	

TOTAL RESPONSES	107
SURVEYS WITH NO RESPONSE	50

81.24

Systemwide Evaluation

Appendix J

ACCREDITATION STATUS REPORT

638

81.24 Instrument Description: Accreditation Status Report

Brief description of the instrument:

Reports of progress made towards the accomplishment of accreditation activities for 1981-82 were made twice during the school year. Administrators with primary responsibility for each area were asked to review the status of activities in the "AISD Accreditation Plan: Revised for 1981-82" during January 1982 and May 1982.

To whom was the instrument administered?

Administrators with major responsibility for accreditation priority and program discrepancy areas.

How many times was the instrument administered?

Twice.

When was the instrument administered?

January 1982 and May 1982.

Where was the instrument administered?

Materials were sent to administrators' AISD building addresses.

Who administered the instrument?

Self-administered.

What training did the administrators have?

N/A.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

None that are known.

Who developed the instrument?

Office of Research and Evaluation project evaluator (adapted from AISD accreditation plan).

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

ACCREDITATION STATUS REPORT

Purpose

Administrators in charge of various aspects of AISD's accreditation plan were asked to provide status reports and documentation of activities in their area. This information served as supportive data in examining the District's achievement of its second-year objectives. It also helped to answer the following decision and evaluation questions:

> Accreditation Decision Question D1: Has the Austin Independent School District made progress towards meeting its five-year goals as set forth in the accreditation plan? Has the District met its objectives for the second year (1981-82)? Should AISD modify the five-year plan as it is specified for 1982-83?
>
> > Evaluation Question D1-8: Have activities for 1981-82 in each area been completed?

Procedure

One or more central administrators were put in charge of each area in the accreditation plan for 1981-82. They were to see that activities listed in the plan were carried out and supply documentation of completion to ORE.

Some documentation was supplied as activities were completed. For the most part, however, documentation and status reports were completed in response to memoranda issued in January and May asking for the information. Attachment N-1 shows the January 4 memorandum and a sample attachment related to minority achievement. On February 18, a reminder was sent to those who had not yet responded asking for documentation (see Attachment N-2 for memo and sample attachment). Those who had returned a status report received a memorandum saying "thank you" and a request for clarification on some items on February 19 (see Attachment N-3 for memo and sample attachment). Each time documentation was received, the status was noted on the 1981-82 plan and documentation was checked over (and labeled with appropriate activity number if necessary). All documentation was put on file at ORE by priority and program discrepancy area.

On May 25, 1982, one last memorandum was sent to the chairpersons of each area asking for a final status report, documentation, and a review of the 1982-83 plans (see Attachment N-4 for a copy of the memo and sample attachments). Documentation and reports were presented at the meeting held on June 1 by all but three chairpersons. Separate arrangements were later made to receive final reports from the minority achievement and personnel evaluation areas. Follow-up was also necessary to obtain documentation for some activities not quite completed by the meeting date. Contacts were generally made by phone with documentation sent through interdepartment mail.

Final documentation and status reports were then reviewed by the project evaluator. Counts and percentages of activities completed were then calculated.

Results

February reports showed that nearly all accreditation activities were on schedule. The results of the June status reports are shown below. Most activities listed as complete are finished now; a few are already scheduled for the summer months and will be completed before the 1982-83 school year begins.

	COMPLETE		PARTIALLY COMPLETE		NO LONGER APPLICABLE		TOTAL	
PRIORITY AREA	No.	%	No.	%	No.	%	No.	%
Language Arts	22	96%	1	4%	-	-	23	100%
Social Studies	6	86%	-	-	1	14%	7	100%
Minority Achievement	7	100%	-	-	-	-	7	100%
Discipline	3	100%	-	-	-	-	3	100%
PROGRAM DISCREPANCY	No.	%	No.	%	No.	%	No.	%
Coordination	10	91%	1	9%	-	-	11	100%
Personnel Evaluation	5	100%	-	-	-	-	5	100%
Bond Issue	4	100%	-	-	-	-	4	100%
TOTAL	57	95%	2	3%	1	2%	60	100%

Figure N-1. STATUS ON 1981-82 ACCREDITATION ACTIVITIES, SUMMER 1982.

As Figure N-1 illustrates, almost all of the planned activities (57 of 60 or 95%) were completed for 1981-82. This high completion rate represents an improvement over last year when 74% of the planned activities were fully completed.

Two activities (3%) were partially completed in the language arts and coordination areas.

- In the language arts area, the focus of the parent volunteer activity in the secondary writing labs changed. Due to problems in the past related to ineffective use of parent volunteers, the writing lab specialist decided to develop a plan for parent involvement during 1981-82 which will be implemented in 1982-83. Thus, there was no parent involvement this year but a plan was developed to see that it would occur next year in a more helpful way.
- In the coordination area, not all special education teachers were able to receive copies of the teacher editions of the basals. Basals were sent to each campus in September in what was hoped to be an equitable way. It was discovered in February that not all special education teachers had received basals. A survey of needs was sent out in February. One third of the teachers who responded indicated they had not received the teacher editions. Although most of these were in integrated and self-contained classrooms (and did not need the guides), some could have used and therefore should have received the teacher editions. An attempt will be made to rectify this situation next year.

Only one activity was not carried out at all, and that was due to changed TEA regulations that made the activity unnecessary. Activity 1.2 stated that "Basic Living Skills" as defined by TEA (1981-82) for grades one to three would be analyzed in relation to the current units of study. TEA ended up dropping the requirement to teach "Basic Living Skills" at grades one to three so this activity was no longer applicable.

The report to TEA on accreditation will be sent in by August 31.

Attachment N-1
(Page 1 of 4)

81.24

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

January 4, 1982

TO: Persons Addressed

FROM: Nancy Baenen

SUBJECT: Accreditation Status Report

You will find attached a copy of the section of the accreditation plan for 1981-82 for which you have major responsibility. If I have received any documentation information from you, you will also find a listing of this by activity.

Please check through the list for those items for which you are responsible. Please check with anyone necessary to see how things are progressing. Note in the "Verification" column whether the activity:

1) has not been started.
2) is in progress.
3) has been completed.

Then attach documentation of any work done on the activities (as listed under "Verification") labeled with the activity number.

Return these materials to me at ORE by January 22. Thank you.

NB:rrf
Attachment

Approved: Freda Holley boc
Director, Office of Research and Evaluation

Persons Addressed:

Language Arts: Eleanor Dugger
Margaret Ruska
Bobbie Sanders
Minority Achievement: Lawrence Buford
Ruth MacAllister
David Hill
Mike Pool
Personnel: Mike Lehr
Bond Issue: Frances Arrowsmith
Social Studies: Rita Gibbs
Discipline: Larry Yawn
Coordination: Timy Baranoff
Maud Sims

MINORITY ACHIEVEMENT

81.24

ACTIVITIES 1981-82	LEVEL	RESOURCES	COSTS	SOURCE OF FUNDING	TIMELINE	PERSON RESPONSIBLE	VERIFICATION
1.0 Coordination of the Title I, Title I Migrant, and Title VII Early Childhood Programs will be improved.	Pre-K	No new resources	No new costs	Local, Title I, Title I Migrant, Title VII	June 1982	Asst. Supt., Elementary Education, Director of Elementary Curriculum	Memoranda
2.0 Opportunities for individualized staff development will be provided to teachers of low SES students on successful teaching and management techniques.	All	No new resources	No new costs	Local	Throughout the 1981-82 school year	Asst. Supts. of Elementary and Secondary Education	Lists of staff development sessions offered
2.1 District personnel will be informed of the emphasis being placed on individualized staff development.					Fall 1981		Memorandum or meeting agenda
3.0 Individualized staff development will be offered to principals and other administrators whose school population includes low SES students on successful teaching, management, and administrative techniques for low SES students.	All	No new resources	No new costs	Local	Throughout the 1981-82 school year	Asst. Supts. of Elem. and Sec. Ed.	Inservice lists or agendas
3.1 During the August workshop for administrators, the topics of interpreting achievement test results and using them to improve instruction will be addressed.	All				August 1981		Workshop agenda
3.2 During the general sessions of the August administrator's workshop, administrators will indicate specific areas of need.	All				August 1981		Summary of suggestions

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Attachment N-1 (Continued, page 2 of 4)

S̲A̲M̲P̲L̲E̲

ACTIVITIES 1981-82	LEVEL	RESOURCES	COSTS	SOURCE OF FUNDING	TIMELINE	PERSON RESPONSIBLE	VERIFICATION
3.3 Mechanical issues involved in the management and administration of schools with low SES students will be addressed.	All				Fall, 1981		Workshop agenda

ACCREDITATION DOCUMENTATION: MINORITY ACHIEVEMENT

MATERIAL	RELEVANT ACCREDITATION OBJECTIVE
Achievement Test Results: How to Use Them August Workshop	ACT. 3.1
Request for Staff Development	3.0, 3.2

81.24

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Attachment N-2
(Page 1 of 3)

February 18, 1982

TO:
Margaret Ruska (Language Arts)
Bobbie Sanders (Language Arts)
Maud Sims (Coordination)
Mike Lehr (Personnel)

Nancy Baenen
FROM: Nancy Baenen

SUBJECT: Accreditation Status Report

According to my records, I have not yet received a status report on the accreditation activities you are responsible for. I have attached the following:

- A listing of accreditation activities for 1981-82 in your area.
- A listing of the documentation I have received thus far.

Please check through the activities list for those items you are responsible for. Note in the "Verification" column whether the activity: 1) has not been started, 2) is in progress, or 3) has been completed. Then attach documentation of the work done labeled with the appropriate accreditation activity number.

Try to turn this in by the end of February. Call me if you have any questions (458-1228).

Thank you.

Approved: Freda Holley
Director, Research and Evaluation

NB:lm
Attachment

HOW TIME FLIES!
12
3
6
9

Personnel

SAMPLE

ACTIVITY	STATUS	DOCUMENTATION RECEIVED
1.0	Complete (Pilot)	Received from Patsy
2.0	Complete	None--Need copy of Cabinet agenda or memorandum approving system
3.0	Unknown	None--Need list of submission dates (memo?) and revisions done to adapt to yearly evaluation requirement (e.g., Interim Teacher Evaluation Form)
3.1	Complete	Received from Patsy
3.2	Complete	Received from Patsy

PERSONNEL

ACTIVITIES 1981-82	LEVEL	RESOURCES	COSTS	SOURCE OF FUNDING	TIMELINE	PERSON RESPONSIBLE	VERIFICATION
1.0 Complete procedures and plans for an evaluation system for all central and campus administrators will be developed.		No new resources	Undetermined	Local	May 30, 1982	Executive Director and Director of Personnel	Copy of plans
2.0 The administrative evaluation system will be presented to the Superintendent and Cabinet for approval.		"	None	Local	June 30, 1982	"	" " "
3.0 The Professional Personnel Evaluation System will be revised and administered.	All	No new resources		Local Funding	1981-82 school year	Executive Director and Director of Personnel	List of submission deadlines and revisions
3.1 Compilation of ratings.					August 1981	Director, Research and Evaluation	Sample of ratings
3.2 Feedback of ratings.					September 1981	Director, Research and Evaluation	Memorandum to schools

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AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Attachment N-3
(Page 1 of 4)

February 19, 1982

TO: Eleanor Dugger, Ruth MacAllister, David Hill, Mike Pool
Frances Arrowsmith, Rita Gibbs, Larry Yawn, Timy Baranoff

Nancy Baenen
FROM: Nancy Baenen

SUBJECT: Accreditation Status Report

Thanks so much for the progress reports! I really appreciate all the work you did on them. It looks like we're right on schedule for the most part.

I still need some clarification of status or additional documentation of an activity from some of you. If so, I have attached a page detailing my needs. Please return this information as soon as you can.

NB:rrf

Approved: Freda Holley
Director, Office of Research and Evaluation

Thanks!

SOCIAL STUDIES

SAMPLE

ACTIVITY STATUS	DOCUMENTATION NEEDED
4.0 Complete	List of materials finally selected and distribution list

SOCIAL STUDIES

ACTIVITIES 1981-82	LEVEL	RESOURCES	COSTS	SOURCE OF FUNDING	TIMELINE	PERSON RESPONSIBLE	VERIFICATION
1.0 Based upon a Curriculum Analysis (complete, 1981), the TEA Social Studies subgoals and the continuum of an adapted text (1982), current units will be revised or deleted and new units or supplementary learning packets will be developed over the next four years as the need arises.	K-6	New Resources: None required	New Costs: None required	Local	Reviewed Annually	Assistant Superintendent for Elementary Education, Director of Elementary Curriculum, Director of Elementary Management	Copy of revised units, new units, or supplementary learning packets
1.1 A single or multiple adoption of a social studies text for grades 4-6 will occur based on the decision of a Teachers' Advisory Council.					1980-81		Name(s) of text(s) selected
1.2 "Basic Living Skills" as defined by TEA (1981-82) for grades 1-3 will be analyzed in relation to the current units of study.					Annually		Memoranda and/or meeting agenda or minutes
1.3 If needs are identified, a plan for the development of revised units, new units or supplementary learning packets will be in place.					Reviewed Annually		Copy of plans
2.0 Multicultural awareness, time use for social studies, and emphasis on social studies content in other areas, would be continuing points of emphasis in instructional memoranda issued to, and training for, teachers and principals.					Annually revised memoranda		Memoranda to be sent to members of the Management Team.

SOCIAL STUDIES

ACTIVITIES 1981-82	LEVEL	RESOURCES	COSTS	SOURCE OF FUNDING	TIMELINE	PERSON RESPONSIBLE	VERIFICATION
STAFF DEVELOPMENT	Elem.						
3.0 Staff Development in the area of social studies will be offered regularly to teachers.							
SUPPLEMENTARY MATERIALS		New Resources:	New Costs:	Local	Annual Emphasis	By fall 1981	Lists of materials and a distribution list will be available through the Assistant Superintendent of Elementary Education.
4.0 Multimedia and multicultural materials correlated to the existing curriculum will be purchased and placed in a central location for use by teachers on a checkout basis.		$1,500.00	$1,500.00				

81.24

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Attachment N-4
Page 1 of 7

May 25, 1982

TO: Accreditation Area Chairpersons

LB Nancy Baenen

FROM: Lawrence Buford, Nancy Baenen

SUBJECT: Accreditation Report to TEA

We are now approaching the end of the second year of implementation of the five-year plan for accreditation. Our annual report is due to TEA in August, so we have two tasks to complete now:

1) Status reports and documentation of 1981-82 activities must be compiled;
2) Plans for 1981-83 must be reviewed and revised if necessary.

Since some of you will not be around after the middle of June and we need to get started on this, we have set up a meeting for June 1 from 9:00-10:30 in Auditorium Room 3. Please bring all documentation and plan revisions at that time. Sorry to add another task to your list, but there's no other reasonable way to accomplish this on time. If you can't make the meeting, please call Nancy Baenen at 458-1227 (Ext. 229).

Attachment A shows the 1981-82 accreditation activity sheets for your area(s). Nancy has listed the status information she now has and any documentation still needed. Please provide any updates on status (IN PROGRESS, COMPLETE, POSTPONED, ETC.) or notes on documentation in the right-hand column. Then attach the documentation labeled with the appropriate activity number.

Attachment B shows the 1982-83 activities originally listed in the five-year plan (if any). Review, revise, or create plans as necessary for next year. Jot in your changes on the form if you'd like. If changes are extensive or there were no 1982-83 plans, use the blank form provided (copy as needed). Sorry you don't have information on goal achievement as yet. Hopefully, you can modify activities now and objectives later if necessary.

Thank you very much for your work on these areas throughout the year and for your help now.

NB:rrf
Attachments

cc: Freda M. Holley

Persons Addressed:
Ruth MacAllister
Timy Baranoff
Eleanor Dugger
Rita Gibbs
David Hill
Larry Yawn
Margaret Ruska
Bobbie Sanders
Maud Sims
Patsy Totusek
Frances Arrowsmith
John Moore - called
Mike Lehr

LANGUAGE ARTS 1981-82

ATTACHMENT A
MARGARET RUSKA
BOBBIE SANDERS ✓

81.24

FIVE-YEAR PRIORITIES PLAN

STUDENT DEVELOPMENT GOAL

Students should possess the basic skills in thinking and solving problems in the following areas: Language Arts, Reading, Mathematics, Social Studies, and Science

BACKGROUND INFORMATION

Priority Student Need

To improve student achievement in the basic skills area of language arts (including capitalization, punctuation, spelling and English expression) at all grade levels.

1978-79 Needs Assessment Criteria:

The districtwide median percentile scores on standardized tests of language arts should be 50 or greater in all grades and for all groups in the district.

1978-79 Needs Assessment:

Discrepancies were found to exist between the desired median scores of 50 or greater and the observed district median scores at each grade level for every subtest. These descrepancies ranged between 10 and 22 points below the objective at the high school level. No data are available at the elementary level.

Related Program Discrepancies

All AISD divisions/departments need to develop specific plans to implement District priorities.

The district needs to provide greater use of its library resources in teaching and learning.

The district needs to stress the application of basic skills (reading, computation, written and oral communication) in all subject areas.

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PROPOSED FIVE-YEAR PLAN

Five-YearImprovement Objective

The median score for AISD students in grades 1-8 will be at or above the 50th percentile on ITBS subtests of language arts (including spelling, capitalization, punctuation, and usage). The median scores for AISD students in grades 9-10 and 11-12 will be at or above the 40th and 45th percentile, respectively, on STEP subtests of language arts (including spelling, capitalization, punctuation, and English expression).

One-Year Improvement Objective

AISD students in grades 1-8 will show improvements of at least one percentile point over the previous year. AISD students in grades 9-12 will show improvements of at least two percentile points over the previous year. (These changes will be based on districtwide median scores.)

Evaluation

Student improvement in the area of language arts will be measured by districtwide median scores on either the Iowa Tests of Basic Skills (ITBS) or the Sequential Tests of Educational Progress (STEP). The ITBS will be administered to students in grades 7 and 8 in February, and to students in grades 1-6 in April. Students in grades 9-12 will be tested on the STEP in April.

Attachment N-4
(Continued, page 2 of 7)

S A M P L E

ACTIVITIES 1981-1982	LEVEL	RESOURCES	COSTS	SOURCE OF FUNDING	TIMELINE	PERSON RESPONSIBLE	STATUS VERIFICATION NEEDED
PLANNING							
1) Setting school goals	1)7-12				1)Fall 1981	1)Asst. Supt Secondary Education, Principals L.A. Coord	complete except Robbins 1) List of goals Please ask Jacque if Robbins has turned in goals - need copy
2) Planning for guide writing	2)9-12				2)Spring 1982	2)L.A.Coord.	2) Guides: English V English VI } need Unknown
3) Selecting campus for new composition labs	3)7-12				3)Spring 1981	3)Project Specialist	3) List of Schools
CURRICULUM DEVELOPMENT							Unknown
1) Guides - English V, VI	1) 11		1) $2,000 staff $ 600 writers	1)Staff Dev.	1)June 1982	1)L.A.Coord.	1) Guides
2) Guides - English VII, VIII	2) 12		2) $2,000 staff $ 600 writers	2)Staff Dev.	2)June 1982	2)L.A.Coord.	2) Guides } need -
3) Guides - Writing Across Disciplines	3)7-12		3) $2,000 staff $ 600 writers	3)Staff Dev.	3)June 1982	3)L.A.Coord.	3) Guides

Attachment N-4
(Continued, page 3 of 7)

81.24

ACTIVITIES	LEVEL	RESOURCES	COSTS	SOURCE OF FUNDING	TIMELINE	PERSON RESPONSIBLE	VERIFICATION Still need
STAFF DEVELOPMENT/SUPERVISION							Unknown for all activities
1) Workshops on using the writing process	1)7-12		1)Regular staff dev. 10 teachers--$350	1)Staff Dev.	1)Fall & Sprin 1981-82	1)L.A.Coord.	1)Use of writing process activities in the classroom
2) Workshops on using guides and composition materials	2)7-12		2)Regular staff dev 12 teachers--$420	2)Staff Dev.	2)Fall 1981	2)L.A.Coord.	2)More frequent and better assignments/evaluations
3) Texas Hill Country Writing	3)7-12		3)12 teachers--$5,000 for tuition, materials, etc.	3)Staff Dev.	3)Summer 1982	3)Asst. Supt., Secondary Education	3)Improved instruction and improved writing as shown by evaluated composition papers
4) Workshops/joint meeting elementary and senior/junior high teacher	4)6-7, 8-9		4)Regular staff dev	4)Staff	4)1981-82	4)L.A.Coord.	4)Closer correlation of elementary/secondary instruction
INSTRUCTION							
Phase III -							
1) Improving writing through improved writing assignments and essay-test questions	1)7-12				1)School year 1981-82	1)L.A.Coord.	1)Informal assessment and papers
2) Work on essay-test answers	2)7-12				2)School year 1981-82	2)L.A.Coord.	2)Application - informal assessment and papers
3) Establishing three new composition laboratories	3)7-12		3)$51,080--Total $ 2,000 materials each lab $ 6,800 aide's sa. each lab $23,480 project specialist		3)Fall 1982	3)Dir. of Sec. Curriculum	3)Composition Lab Evaluation: informal assessment and ORE assessment

J-20

Attachment N-4
(Continued, page 4 of 7)

Systemwide Evaluation

Appendix K

DISTRICT ATTENDANCE RECORDS

666

Instrument Description: District Attendance Records

Brief description of the instrument:

AISD attendance and membership figures collected according to TEA procedures.

To whom was the instrument administered?

School offices and through the offices to the classroom teachers.

How many times was the instrument administered?

Daily with six-week summaries.

When was the instrument administered?

Every school day.

Where was the instrument administered?

In the classrooms.

Who administered the instrument?

Classroom teachers.

What training did the administrators have?

Central office memoranda and local campus directives.

Was the instrument administered under standardized conditions?

Unknown.

Were there problems with the instrument or the administration that might affect the validity of the data?

Attendance is taken only at second period and does not necessarily reflect the full day. ADM and ADA are affected by the number of days a school holds non attenders in membership prior to investigation and dropping.

Who developed the instrument?

AISD's Department of Child Accounting.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

Local norms only.

DISTRICT ATTENDANCE RECORDS

Purpose

District attendance rates were collected in order to provide data to answer the following decision and evaluation questions:

> Basic Skill Decision Question D2: Should the District's commitment to basic skills also include the continuation of a commitment for improved attendance and continuation in school?
>
> > Evaluation Question D2-1: How do the 1981-82 districtwide rates in attendance and graduation compare to the rates in previous years?

Procedure

The Office of Research and Evaluation obtained Average Daily Attendance (ADA) and Average Daily Membership (ADM) data from the Office of Child Accounting. ADA and ADM by campuses were obtained for the entire year. These data include school years 1971-72 to 1981-82. School year data are available for 1950-51 to 1970-71 from Pupil Services' file copies of the Superintendent's Annual Report to TEA, but only data since 1971-72 are reported in this appendix.

Average Daily Membership is the number of students on the current roll of the school averaged for the entire year. This is the number reported by AISD's Supervisor of Child Accounting on the "ADM by Schools for the Entire Year" report published annually and reported to TEA as the official figure for the District.

Average Daily Attendance is the percentage of students on the current roll who are actually present averaged for the entire year. This is the number reported by AISD's Supervisor of Child Accounting on the "ADA by Schools for the Entire Year" report published annually (and similar six-week reports) and reported to TEA as the official figure for the District. At the high school level there may be a discrepancy between presence at second period when attendance is collected and presence for the entire day.

1. Each day each teacher checks class attendance at the beginning of the second period (approximately 10:00 a.m.).
2. The teacher then sends absentee slips to the office.
3. A secretary or registrar posts the absences in the register.
4. For each of the six-week periods during the school year, each school sends in an Attendance Report with its attendance and membership figures. This form is the IBM optical scan type.

5. On the six-week reports, the number reported as ADM is not the average membership for that six-week period, but rather the membership for the last day of that particular period. However, the ADA reported on the six-week reports is an average for the entire six weeks (total attendance for the six weeks divided by number of days).

6. The ADM for the entire year is recalculated and reflects the entire year and is defined as the aggregate days of membership in the year divided by the number of days taught in the year.

7. A printout is produced by Data Services for the Supervisor of Child Accounting.

8. The Child Accounting staff makes reports by tallying results from the printouts.

High school attendance policies were surveyed in 1981-82, and those high schools which reported only basic District policy then were asked again at the end of 1981-82 whether their policies had changed during the year. The policies of the nine high schools are shown in Figure K-3. Reagan and Crockett began the limited-absence policy in 1981-82, and Lanier continued the basic policy with calls by administrators to students' parents when students are absent and before they are allowed to leave the campus. Only Johnston reported no stricter policy or procedures in 1981-82.

Results

Evaluation Question D2-1: How do the 1981-82 districtwide rates in attendance and graduation compare to the rates in previous years? The districtwide percentage of attendance in 1981-82 was 93.2%. This was the highest attendance rate for the eleven-year period reported. Attendance rates for junior and senior high schools were also the highest for the eleven-year period. Figure K-1 shows the calculation of attendance rates for the eleven years, and Figure K-2 presents the rates graphically.

Basic attandance policy in AISD follows state law and is listed in Procedure 5110. Students are required to attend school through age 17, and procedures are laid out for nonattendance checks and Daily Registers. High school policies are shown in Figure K-3.

High school attendance rates are shown in Figure K-4. Attendance rates at Reagan rose 7% in 1981-82, when a policy limiting absences and a schoolwide emphasis on attendance were instituted. Rates at Lanier rose 3% for the entire year, with a new procedure involving telephone calls by school administrators to parents of absent students, although the procedure only began in January 1982. Crockett also adopted the policy of limiting absences in 1981-82, and attendance rates there rose 2%. Attendance rates at the other six high schools remained the same in 1981-82 as in 1980-81.

81.24

		71-72	72-73	73-74	74-75	75-76	76-77	77-78	78-79	79-80	80-81	81-82
HIGH SCHOOL* 9-12	ADA	12,500	12,773	13,981	14,531	15,064	15,277	15,537	15,364	15,175	14,407	14,107
	ADM	14,039	14,282	15,953	16,349	17,002	17,218	17,439	17,217	16,893	15,979	15,411
	%	89.0%	89.4%	87.6%	88.9%	88.6%	88.7%	89.1%	89.2%	89.8%	90.2%	91.5%
JUNIOR HIGH* 7-8	ADA	12,019	12,438	8,522	8,851	9,069	8,961	8,757	8,202	7,615	7,409	7,500
	ADM	13,266	13,607	9,367	9,761	9,985	9,879	9,626	9,016	8,326	8,037	8,050
	%	90.6%	91.4%	91.0%	90.7%	90.8%	90.7%	91.0%	91.0%	91.5%	92.2%	93.2%
ELEMENTARY* 1-6	ADA	26,473	26,170	25,178	25,431	25,551	25,071	25,209	25,469	25,124	24,270	24,357
	ADM	28,238	27,722	26,982	27,101	27,180	26,692	26,752	27,036	26,729	25,765	25,844
	%	93.7%	94.4%	93.3%	93.8%	94.0%	93.9%	94.2%	94.2%	94.0%	94.2%	94.2%
TOTAL	ADA	50,922	51,381	47,681	48,813	49,684	49,309	49,503	49,035	47,914	46,086	45,964
	ADM	55,543	55,611	52,302	53,211	54,167	53,789	53,817	53,269	51,948	49,781	49,305
	%	91.8%	92.4%	91.2%	91.7%	91.7%	91.7%	92.0%	92.0%	92.2%	92.6%	93.2%

*DOES NOT INCLUDE MH-MR, MARBRIDGE, STATE HOSPITAL, SPECIAL PROJECT, MARY LEE, KINDERGARTEN, OR W. R. ROBBINS.

Figure K-1. COMPARISON OF DISTRICTWIDE ATTENDANCE RATES SINCE 1971-72. The numerator is the Average Daily Attendance (ADA) and the denominator is the Average Daily Membership (ADM). This gives the percentage of attendance for the total and each group.

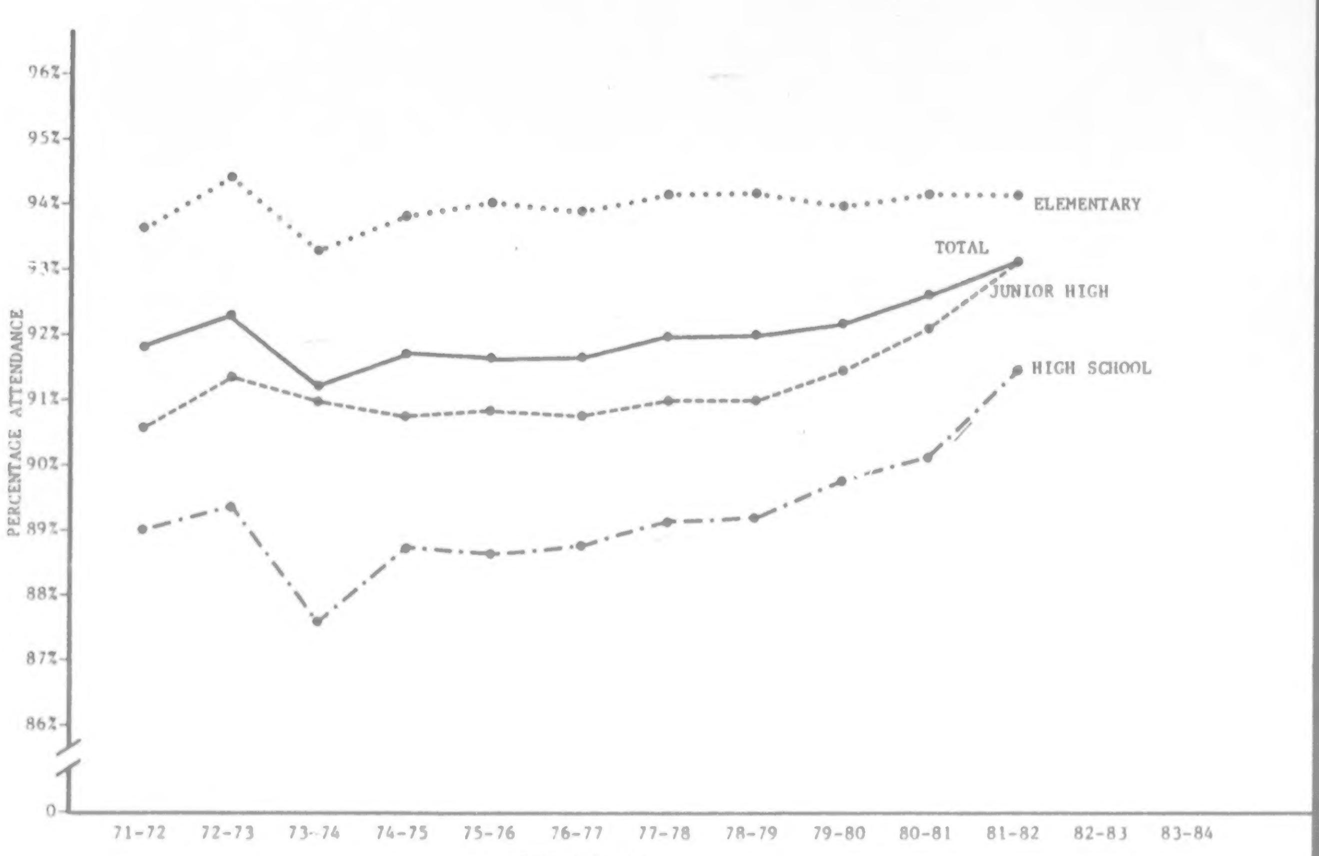

Figure K-2. A GRAPHIC PRESENTATION OF THE DATA IN FIGURE K-1.

SCHOOL	ATTENDANCE POLICY
Austin	Absences limited to 10 per semester, plan instituted in 1977-78.
LBJ	Absences limited to earn course credit, plan instituded in 1978-79.
Travis	Absences limited to 10 per semester, plan instituted in 1980-81.
Anderson	Basic policy with a strict follow-up on absentees, procedure used since before 1977-78.
Crockett	Absences limited to 10 per semester, plan instituted in 1981-82.
Johnston	Basic policy.
Lanier	Basic policy, change in procedure: an administrator called parents of all absentees daily, and called home before students were allowed to leave campus, even with notes, instituted January 1982.
McCallum	Basic policy with a strict enforcement of requiring notes from home, enforcment instituted in fall 1977.
Reagan	Absences limited to 10 per semester, plan instituted in 1981-82.

Figure K-3. ATTENDANCE POLICIES AT EACH HIGH SCHOOL.

SCHOOL	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82
Austin	90	93	93	93	93	93
LBJ	90	91	91	93	92	92
Travis	85	86	88	89	92	92
Anderson	92	91	92	92	90	90
Crockett	89	89	89	90	90	92
Johnston	85	86	84	84	89	89
Lanier	90	90	88	89	88	91
McCallum	88	90	91	90	91	91
Reagan	86	87	87	87	87	94

Figure K-4. AVERAGE DAILY ATTENDANCE RATE FOR THE ENTIRE YEAR FOR 1976-77 THROUGH 1981-82 FOR THE HIGH SCHOOLS.

81.24

Systemwide Evaluation

Appendix L

DISTRICT GRADUATION RECORDS

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Instrument Description: District Graduation Records

Brief description of the instrument:

This information was gathered to determine how many students graduate from high school in AISD.

To whom was the instrument administered?

High School Registrars through the Office of Pupil Services, Department of Student Records and Reports.

How many times was the instrument administered?

Once a year.

When was the instrument administered?

At the end of each school year.

Where was the instrument administered?

In the high schools.

Who administered the instrument?

Information collected from high school graduation records by the Office of Pupil Services, Department of Student Records and Reports.

What training did the administrators have?

Unknown.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

Unknown.

Who developed the instrument?

TEA.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

Longitudinal data from AISD since 1970-71.

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DISTRICT GRADUATION RECORDS

Purpose

The purpose of this appendix is to provide data to address the following Basic Skills and Low SES and Minority Student Achievement decision questions:

> Basic Skills Decision Question D2: Should the District's commitment to basic skills also include the continuation of a commitment for improved attendance and continuation in school?
>
> > Evaluation Question D2-3: How do the districtwide rates in attendance and graduation compare to the rates of previous years?
>
> Low SES and Minority Student Achievement Decision Question D1: Based on the data from the 1981-82 school year, should the third year of the five-year priorities plan for improvement of achievement of low socioeconomic status and minority students be implemented as planned?
>
> > Evaluation Question D1-6: How do the districtwide rates for attendance and graduation compare by ethnicity:
> >
> > a. for the 1981-82 school year?
> > b. with previous years' rates?

Procedure

Child Accounting personnel send TEA graduation data forms to the registrars of each high school in AISD in May of each year. These forms are filled out and returned to the Office of Child Accounting where personnel check for errors. The graduation data are tallied and placed on a master form which is maintained from year to year. Attachment L-1 shows an example of the "Graduates of Senior High Schools" form which is submitted to TEA.

The "graduation rate" is computed as a percent of the total October 1 membership (also provided by Child Accounting) of ninth through twelfth grades, excluding students under the special education classifications. Total high school membership was used rather than twelfth-grade membership because students may graduate without being classified as "seniors."

The Office of Research and Evaluation has also called each high school after graduation and asked the registrars for the total number of graduates, as part of the Minimum Competency for Graduation Evaluation, for the last four years. There has been some discrepancy each year, and this year ORE verified that two high schools had turned in to Child Accounting the number of twelfth graders, rather than the actual number of graduates. The number of graduates and the "rate" are both reported in Figure L-1 below using the number reported by Child Accounting and the number obtained by ORE from the schools.

	1978-79		1979-80		1980-81		1981-82	
	ORE	CHILD ACCOUNTING	ORE	CHILD ACCOUNTING	ORE	CHILD ACCOUNTING	ORE	CHILD ACCOUNTING
NUMBER OF GRADUATES	3379	3403	3376	3223	3296	3311	3192	3233
GRADUATION RATE	18.7%	18.8%	18.9%	18.1%	19.6%	19.7%	19.8%	20.0%

Figure L-1. NUMBER OF GRADUATES AND GRADUATION RATE CALCULATED BY THE OFFICE OF RESEARCH AND EVALUATION AND CHILD ACCOUNTING.

Results

Figure L-1 gives the total number and rate of graduates as reported by Child Accounting and ORE. Figures L-2 and L-3 display the graduation rates for each ethnic group, based on information from Child Accounting. The graduation rate for Black students in 1981-82 was 17.3% which is the highest rate since 1971-72. The graduation rate for Mexican American students was 15.7% which also shows an increase from last year's rate. The graduation rate for Anglos was 22.7%, the same as last year's rate.

Although the graduation rates for minority students are still substantially lower than the Anglo rate, the gap narrowed again for Mexican American and Black students in the 1981-82 school year. The overall graduation rate for the District for 1981-82 was 20.0%. This is the highest rate reported since 1970-71 and 1971-72.

81.24

		70-71	71-72	72-73	73-74	74-75	75-76	76-77	77-78	78-79	79-80	80-81	81-82
BLACK	9-12th Oct. 1st Membership	2100	1676	1889	2099	2188	2520	2584	2732	2698	2734	2900	2895
	No. of Graduates	390	337	272	298	286	370	351	407	426	375	446	501
	Graduation Rate	18.6	20.1	14.4	14.2	13.1	14.7	13.6	14.9	15.8	13.7	15.4	17.3
MEXICAN AMER.	9-12th, Oct. 1st Membership	2191	2095	2534	2748	3007	3316	3471	3597	3674	3948	3930	3919
	No. of Graduates	391	415	387	417	410	527	439	529	532	498	590	616
	Graduation Rate	17.8	19.8	15.3	15.2	13.6	15.9	12.6	14.7	14.5	12.6	15.0	15.7
ANGLO AND OTHERS	9-12th Oct. 1st Membership	10393	10105	10762	11877	12070	11910	11918	11868	11721	11170	10015	9311
	No. of Graduates	2309	2222	2162	2313	2267	2332	2443	2509	2445	2350	2275	2116
	Graduation Rate	22.2	22.0	20.1	19.5	18.8	19.6	20.5	21.1	20.9	21.0	22.7	22.7

Figure L-2. NUMBER OF GRADUATES, GRADES 9-12 MEMBERSHIP, AND PERCENTAGE OF MEMBERSHIP WHO GRADUATED, 1970-71 THROUGH 1981-82.

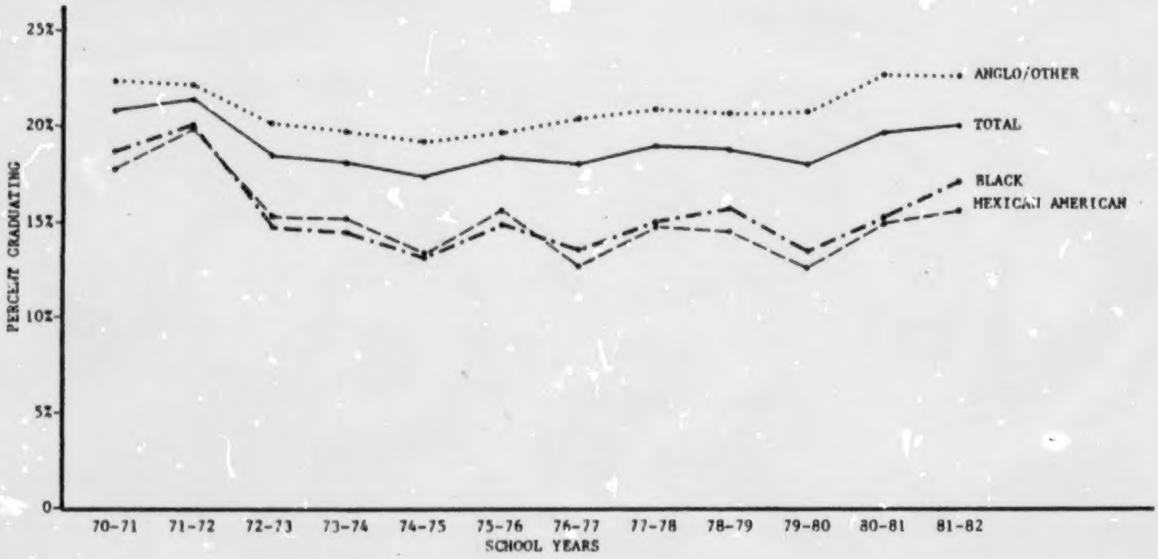

Figure L-3. GRAPHIC PRESENTATION OF DATA IN FIGURE L-2.

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Austin Independent
District Name

1981-1982

227-901
Co.-Dist. No.

TABLE I GRADUATES OF SENIOR HIGH SCHOOLS

AGES (As of September 1)	AMERICAN INDIAN OR ALASKAN NATIVE			ASIAN OR PACIFIC ISLANDER			BLACK, NOT OF HISPANIC ORIGIN			HISPANIC			WHITE, NOT OF HISPANIC ORIGIN		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
14 or less															
15				1		1				1		1	2	2	4
16				3	2	5	18	28	46	16	20	36	66	125	191
17	2		2	12	14	26	151	193	344	179	247	426	801	831	1632
18	2		2	5	7	12	51	27	78	62	51	113	125	71	196
19				2	1	3	14	12	26	19	17	36	27	8	35
20				2		2	6	1	7	2	2	4	3	1	4
21 and over													1		1
Total Graduates (98)	4	0	4	25	24	49	240	261	501	279	337	616	1025	1038	2063
Total Number of Graduates Who Have Entered or Plan to Enter College in the Summer or Fall of 1982 (99)	1	0	1	20	18	38	99	118	217	119	125	244	675	728	1403

	Male	Female	Total
Graduates	1573	1660	3233
Going To College	914	989	1903

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I-6

Attachment I-1